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ABSTRACT

Noting that innovative partnerships to give more children access to good quality care and education provide the scaffold for future educational reform, this report details the Partnering for Success project, which identified and documented efforts to enhance school readiness through partnerships among Head Start, child care, and public schools in low-income communities. Sixty-eight partnerships in 37 states were identified with the assistance of national, state, and local experts, and practitioners. Among the findings noted in the report: the initial challenge in launching effective partnerships involves changing beliefs and motivation as well as acquiring or spending more money; school superintendents have been prime initiators for change; partnerships between schools and early childhood education programs are effective in providing greater access to care and education; 84 percent of programs reported higher levels of elementary school performance; and program continuity for 3- to 8-year-olds is currently evolving. The report also makes the resulting recommendations: that superintendents need to see collaborative early childhood efforts as a vehicle for education reform and a foundation for universal prekindergarten; that schools must help to ensure a smooth transition; and that partnerships must take into account the needs of working parents. This report then profiles six of the programs studied, located in Michigan, New Mexico, Tennessee, Kentucky, Alabama and Pennsylvania. The remaining programs are also described, including types of services provided, demographic characteristics of families served, partners involved in partnership, location, time of operation, role of school, parent involvement components, funding sources, and evidence of outcomes. (KB)

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COMMUNITY APPROACHES TO EARLY LEARNING

A Report on Partnerships in Low-Income Communities

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PARTNERING FOR SUCCESS

COMMUNITY APPROACHES TO EARLY LEARNING

A Report on Partnerships in Low-Income Communities from the Child Care Action Campaign

By Susan Ochshorn

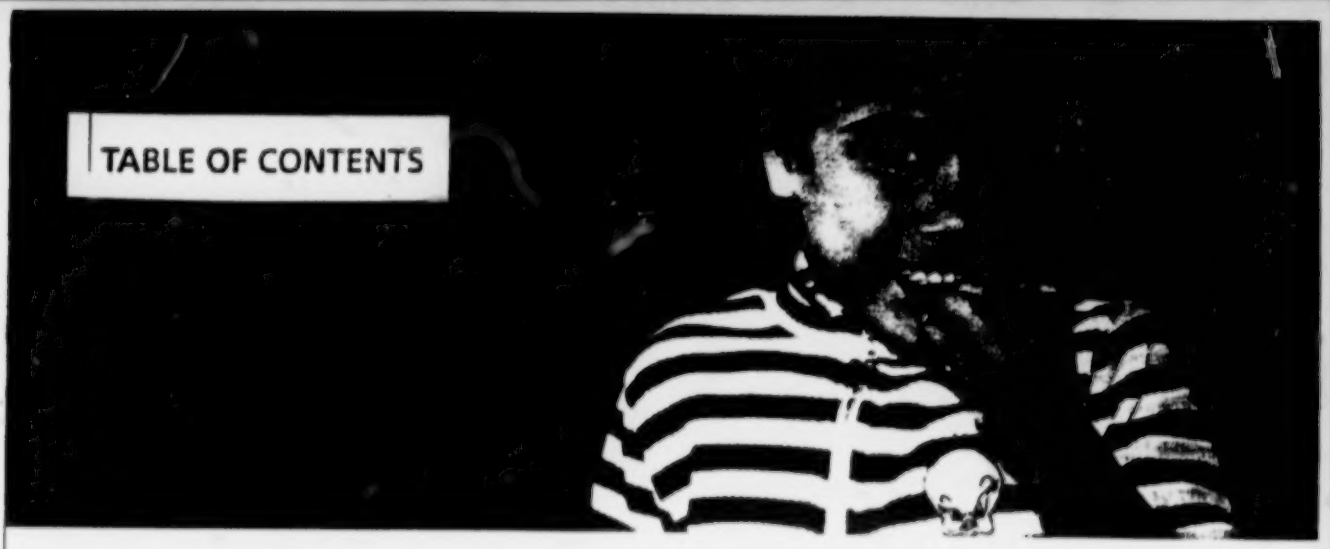
ACKNOWLEDGMENTS

Collaboration is essential to the partnerships highlighted in the following pages. It was equally critical in the creation of this report. CCAC has many to thank for their contributions.

For their generous financial support of this project, we are grateful to the Danforth, Charles Stewart Mott, and Lucent Technologies Foundations. Wilma Wells, Marianne Kugler, and Marisha Wignaraja were all sources of great insight and encouragement, especially in the research stage, and Deborah Stahl's grant moved the report from our computers to the printing presses.

Myriad people had a hand in this publication. Gail Richardson, CCAC's former Program Director, conceived the project and oversaw the research with her inimitable blend of passion and intelligence. She must be credited as well for many of the report's photographs (excluding those featured in the profiles of the James E. Biggs Early Childhood Education Center, the JCCEO-Birmingham Public Schools collaboration, and the Caldwell Early Childhood Center). The fine editing skills of Ellen Lubell are evident on every page. An-Me Chung served as able consultant on methodology. Nancy Klinger consulted on early childhood issues and conducted a good part of the early research. Minerva Novero coordinated the project, assisted by a group of dedicated interns. Emily Kozyra came late, but with great enthusiasm, to this enterprise, proving herself indispensable as we moved through its final stages. We are also grateful to have had the assistance of Dana Friedman, CCAC Board Vice Chair and Senior Advisor, Bright Horizons Family Solutions; Edward Zigler, Director of Yale's Bush Center in Child Development and Social Policy; and Naomi Karp, Director of the National Institute on Early Childhood Development and Education; all of whom offered valuable feedback on the final draft of this report.

Finally, we extend our gratitude to those on the front lines: to the vast network of early childhood professionals across the country, who referred us to 179 partnerships in 45 states; to those partnerships that are not included in this inventory; and to the 68 that we ultimately chose to profile. The work that they do, every day, with such conviction and energy, is nothing less than heroic.



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PREFACE

We formed a partnership with the child care providers in the community, both family and center-based providers. It represented the first time these groups had ever come together. The school superintendent was involved, personally thanking participants for being part of an effort to accomplish the number one National Education Goal: that children enter school ready to learn. The school district has become more and more aware of how all the providers in the community have an impact on children's readiness.

Nadine Coleman, Director,
Petal Parenting Center,
Petal, Mississippi

This report is about the rich possibilities for transformation in the care and education of the youngest members of our population. Throughout the United States, hundreds of communities are devising innovative partnerships to give more children access to good quality child care and education, a prime foundation for school readiness and academic achievement. Although few in this group would regard themselves as visionaries of education reform, their work is providing the scaffolding for reform efforts in their own school systems and beyond.

Their stories are told through many voices — those of teachers, parents, principals, superintendents, and civic and business leaders on the front lines of change. Step by step, all of these participants are constructing learning communities that expand the traditional boundaries of education to encompass the needs of children from birth onward, as well as those of their parents. They embrace a wide array of partners and strategies, and their voices are rich with hope and promise. What they are saying applies to children and families everywhere. ■

INTRODUCTION

INCLUDING EARLY CHILDHOOD IN THE VISION OF SCHOOL REFORM

At the dawn of the 21st century, education is a federal priority, a top issue in most states in the nation, and a major concern of corporate leaders as well as of the general public. This concern is broad-based and bipartisan. It is based on the recognition that our nation's future as an economic and political power depends critically on improving the education of all children, and reducing the loss of potential that is especially prevalent in communities where low income and other risk factors lower the odds of success. Academic difficulties — grade retention, illiteracy, behavioral problems in the classroom, placement in special education classes, and high dropout rates — have been found to be much more common among children who live in poverty than among those with greater advantages: as many as two-thirds of children in poor urban areas, it has been estimated, may be inadequately prepared to learn in elementary school settings.[1]

The high correlation of poverty and substandard preschool is well established in research and acutely visible. We see it in the long waiting lists for subsidized child care and in the fact that Head Start serves only 40 percent of eligible children. These youngsters already at risk are condemned to mediocre child care settings. Only 45 percent of low-income three- to five-year-olds are enrolled in preschool programs, in contrast to 73 percent of middle-income children in that age group.[2]

Yet equally well established by research and experience is the speed with which high quality preschool and elementary programs can improve children's learning and life chances. Most recently, the *Cost, Quality and Child Outcomes* study (1999) demonstrated the extra benefits children at risk gain from high quality child care. Their performance in second grade is demonstrably better in math and they exhibit fewer behavior problems.[3]

Most education reform efforts to date, however, have focused on helping school-age children improve their performance, which may help explain why children from low-income and poorly educated families often fall behind: efforts to help them must begin earlier, before they enter school.

Recent findings on early brain development confirm that the critical foundations for learning and school achievement are laid well before public schooling traditionally begins. Children are primed to learn even before they enter the world, and their experiences in the first few years of life have a major impact on their developmental potential.[4] However, too many of America's children still do not have access to the kind of good quality child care and early education that provides the stimulation and nurturing their brains need to develop to their full potential, and that helps children enter school ready to learn and flourish. ■

Here's what we know about our community: the longer we have our kids, the better they do. When we have them from kindergarten they make huge gains. If we have them from preschool, they make the biggest gains of all.

Gabriel Garcia, Principal, Duranes Elementary School, Albuquerque, New Mexico

THE PROJECT AND ITS CONTEXT: HELPING MORE CHILDREN ACHIEVE SCHOOL READINESS

Until a vision of American education reform that includes early childhood is widely shared, the goal of universal school readiness will remain elusive. School readiness was endorsed by all state governors as their top education priority a decade ago and embodied in the Goals 2000: Educate America Act of 1994. Access to high quality preschool was envisioned by the governors and defined in the law as one of three means of attaining this goal, the others being assistance to parents as their children's first teachers, and assurance that all children receive appropriate nutrition and health care.[3] Changes that will help more children meet the national readiness goal are occurring across the nation, but not fast enough or in enough places to affect all young children soon.

All are equal here. Think of all these children carrying that feeling of equality with them into all the different elementary schools. I tell you, I sat on the doorstep until I could get my kids in here. I camped on the door, because I was determined to get them someplace where they could get a good start.

Terri Patterson, parent,
James E. Biggs Early Childhood Education Center,
Covington, Kentucky

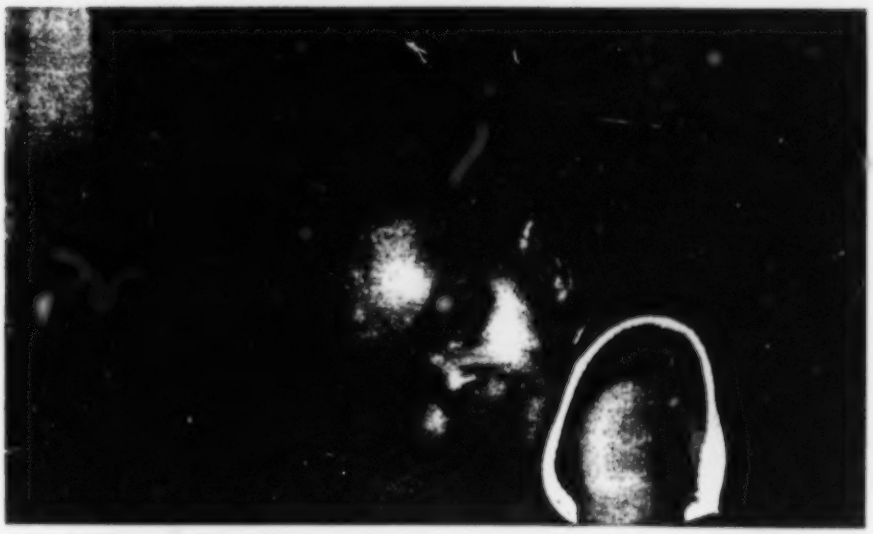
Partnering for Success seeks to increase the momentum of these changes by introducing an emerging generation of public school/early childhood partnerships to policy makers, educators, and advocates — partnerships that are giving more families access to the good quality child care and early education their children need to enter school ready to learn.

CCAC's decision to identify and document dynamic and effective partnerships among Head Start, child care, and public schools in low-income communities is an outgrowth of the organization's historic commitment to linking child care and education. Two examples of CCAC's activity in this area are *Child Care and Education: The Critical Connection*, an influential national conference CCAC hosted in 1993, and *Forging the Link*, a project designed to enhance state efforts to strengthen ties between child care and other early education programs. Under *Forging the Link*, CCAC provided intensive technical assistance to Ohio and Oregon in 1995. Through these efforts, CCAC learned about the essential role that schools play in promoting or impeding improvements

in child care and early education. And we determined that wider knowledge of successful examples of early childhood/public school partnerships was critical to expanding the boundaries of education reform to include readiness — to assure that every child will be ready for school.

CCAC identified 68 partnerships over a two-year period with the help of nearly 200 national, state, and local experts and practitioners. These partnerships offer a unique window on grass roots applications of dozens of education models and programs of the past decade, including Head Start Collaboration, Schools of the 21st Century, School Development Program, Parents as Teachers, New American Schools, Success for All, Even Start, Family and Child Education programs, public prekindergarten programs, and a wide array of others.* The partnerships have been influenced by the National Education Goals, the growth in federal child care funding, increased special needs and Head Start programs, and myriad interagency collaborations. The evolution of each of the partnerships has been unpredictable, most remain works in progress, trying to build and survive at the same time. Yet their evident success is a testament to the power of communities to achieve better outcomes for young children and their families through partnerships.

The programs CCAC has identified provide extraordinary opportunities for children and families to thrive against many odds. Ranging in structure from single centers to multi-district networks, these partnerships are located in urban, rural, and suburban settings, and serve African-American, Asian, Latino, Native-American, and White families in 37 states. They all involve schools as well as community-based child care providers and other organizations in creating high quality early education settings for children. The large majority of these programs provide evidence of improved outcomes for children in the areas of readiness and primary school performance; in other words, they have made progress towards meeting our first National Education Goal.



The school district supports our efforts and is dedicated to a process that includes early childhood as part of the system. But change is hard. There are still many naysayers who would rather see money going into programs other than for young children. We're still viewed somewhat as a stepchild. We're still in a position of having to prove ourselves. It's been difficult for people here to see that society is changing and that we need to look to the schools more as a community place to help fill needs.

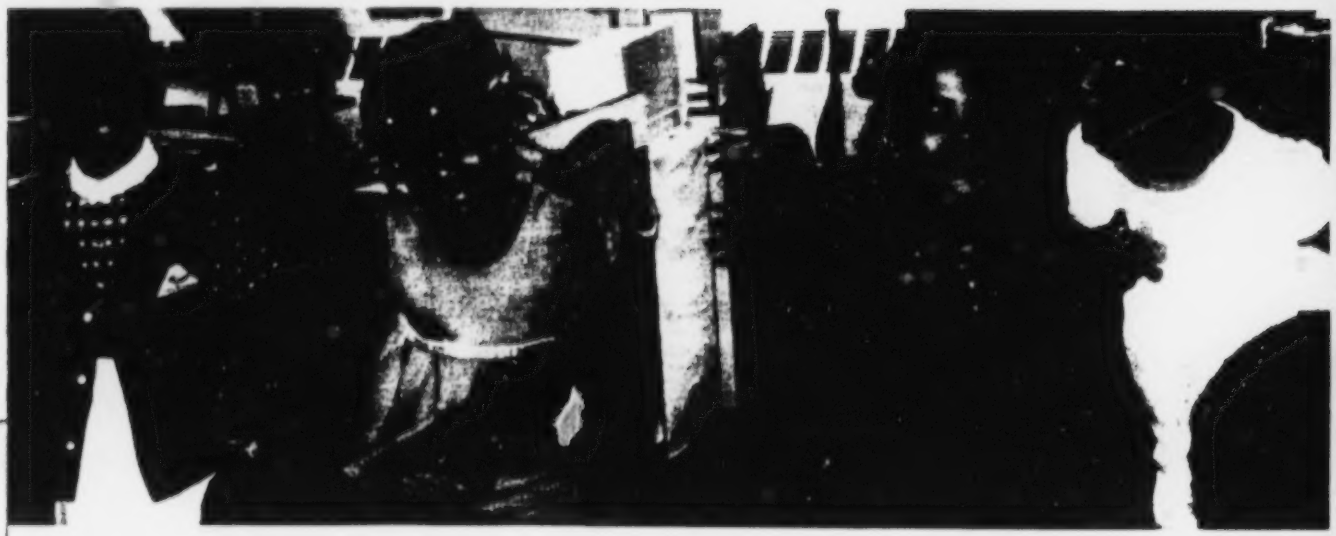
Chris Emmerich,
former Director,
C. Ray Williams Early Childhood Center,
Whitehall, Ohio

Historically, schools have played little or no role in the early years between birth and five or six, a domain previously defined by parental care, child care, Head Start, and preschool. In fact, the role of the school prior to kindergarten has long been the subject of controversy. It is the legacy of the historic schism between education programs and custodial care, concerns about the effects on children's development of overly academic curricula, and fears, among private providers of child care services, that schools would usurp their own roles.[7]

Over the past two decades, however, schools increasingly have discovered and taken roles in early childhood education. Between 1979 and 1998-99 the number of states providing prekindergarten programs for three- and four-year-olds has more than quadrupled.[8] State spending on prekindergarten initiatives has expanded by nearly $1 billion, from approximately $700 million in 1991-92 to nearly $1.7 billion in 1998-99.[9] Forty-two states now have some form of prekindergarten initiatives.[10] One of the most dramatic large-scale examples occurs in Kentucky, one of the two poorest states in the nation, where a nearly universal initiative comprising prekindergarten, family support centers and revised elementary curricula and instruction has boosted young children's reading skills at the third grade to a level above the national average.[11]

A growing number of other states, including Georgia, Oregon, and Washington, are in the vanguard in investing in prekindergarten programs as part of an overall education improvement strategy.[12] Georgia has offered prekindergarten to all the state's four-year-olds since 1995, serving 80

percent in 1998.[13] In 1997, New York State passed legislation to fund universal prekindergarten for all four-year-olds by 2002.[14] The California Department of Education Universal Preschool Task Force has recommended full implementation of universal prekindergarten for three- and four-year-olds by 2008.[15]



All of these highly visible initiatives permit schools, as well as child care and Head Start centers, to receive pre-K funding, setting the stage for community-wide collaboration.[16]

In many of the communities that are home to the flourishing partnerships that are the subject of this report, schools have moved beyond their traditional role into a more active, catalytic position in the community's early childhood arena. CCAC's research for this report found that district superintendents are the real prime movers in a large majority of the partnerships. Alarmed by declining test scores and lackluster academic achievement, superintendents have joined forces with their districts' early childhood coordinators, principals and teachers, in recognition of the importance of the preschool years as the starting point for true education reform. School roles in partnerships range from provision of space, custodial services, transportation, and funding to administration and coordination of curriculum and professional development. ■

Changing economic conditions after the closing of the mines wrought havoc with this community's children. Kids were coming to kindergarten with meager vocabularies and real lags in their social and emotional development. Teen pregnancy was on the rise, middle school children were failing. We were witnessing the disintegration of kids at all levels. We posed the question: If we were to tackle the problems of our community's children, what would the picture be? As we worked through solutions, we knew we wanted to start early, rather than apply Band-Aids later on.

Kathy Brendza,
former Administrator,
The Center at Leadville,
Colorado

CCAC'S FINDINGS & RECOMMENDATIONS: SCHOOLS MUST EXERT LEADERSHIP IN EARLY EDUCATION

Two particularly important recommendations have emerged from CCAC's research. The first, that community by community, public schools can and must step up to the urgent task of ensuring that all young children in America have access to good quality child care and early education during their most formative learning years. Public schools must be leaders in this task in their own self-interest: good quality early childhood education is firmly linked to school success. No other institution can match the school's authority, resources, and political will to play a consistent leadership role.

Secondly, schools cannot do it all, and cannot do it alone. The school's power to effect change, in even the poorest communities, is contingent upon forming strong relationships with community-based partners. These include Head Start and child care providers, who bring to the table essential expertise in early childhood development and curriculum, the provision of comprehensive services, and experience with parental involvement, a critical factor in young children's academic success.

We have changed the way families view schools, from very negative attitudes to positive ones. People have a growing sense of continuity having young children in the building. It's really great when you see the principal walking around holding a baby. We're getting people in the door and eventually even volunteering in classrooms who never would have set foot in a school before.

Deborah Zipkin, Director,
The Family Resource Center
at Charter Oak Academy,
West Hartford, Connecticut

CCAC's study produced a wide range of findings. Those highlighted here are most relevant to architects of early childhood initiatives, whether at local or state levels, and all who are looking to maximize community early childhood resources to promote children's success.

FINDINGS

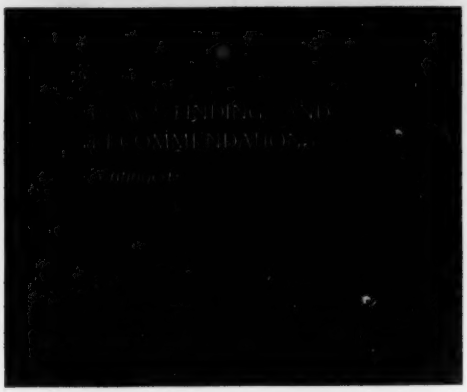
A new generation of public school/early childhood partnerships has emerged in the last decade, paralleling the growth of state investments in prekindergarten programs. Our national search has revealed 68 examples of strong, dynamic partnerships that serve young children and families, almost double the number we had anticipated. About 80 percent of these partnerships include a public prekindergarten program component.

The 68 partnerships offer a unique window on grassroots applications of literally dozens of education models and collaboration policies of the past decade. This repository of experience is of direct relevance to leaders of pre-K initiatives and school reform efforts who seek to catalyze local programs.

◗ ***The initial challenge in launching effective partnerships is as much one of changing beliefs and motivation as it is of acquiring or spending more money.*** Even the poorest communities can produce remarkable changes in the lives and education of children and families. CCAC's search was conducted in low-income communities: two-thirds of the programs that CCAC identified are located in communities with 50-100 percent of families at or near the federal poverty level, and all but a few of the remaining programs serve communities with poverty rates in the 25-50 percent range.

◗ ***School superintendents have been prime initiators in launching and sustaining 80 percent of the partnerships.*** Principals, teachers, Head Start directors, child care directors and resource and referral agencies have also played key roles, as have diverse community partners, including churches, businesses, and community development corporations. However, we found that when the impetus for these partnerships comes from within the school system, the chances of success and sustainability are greater, making the role of the superintendent even more critical.

◗ ***Partnerships between schools and early childhood education programs are an effective way to provide more children with access to the good quality child care and early education experiences they need to enter school ready to learn.*** The pooling of financial and human resources seen in these collaborations creates a service system that is greater than the sum of its parts.



◗ *Eighty-four percent of the programs report higher levels of performance in elementary school.* CCAC required reports of better outcomes as a condition for inclusion in its partnerships inventory. More than half of the partnerships offered independent evaluations of their programs as evidence of improved outcomes. The remainder offered evidence of parent and teacher testimony. Forty-five percent of the programs report improvement in reading and 30 percent improvement in classroom grades. Sixty percent of the programs report fewer behavior problems and reduced retention on the prekindergarten level. Thirty-eight percent report reduced incidence of grade retention and a 33 percent decline in assignment to special education classes.

◗ *Program continuity for three- to eight-year-olds is evolving in the majority of the partnerships.* Transitional programs to help children and parents move smoothly and successfully from prekindergarten to kindergarten have been established by nearly three-quarters of the partnerships. Research has suggested that transitional program structure and support, which can take the form of coordinated curricula from preschool through the early grades, may help sustain the social and cognitive benefits of a high quality preschool experience, particularly for children at risk.[11] This comprises both more developmentally appropriate curriculum in the early elementary grades as well as joint professional training and development among preschool and early elementary school staff.

A new superintendent of schools came on board with the philosophy that all children can learn. He was determined to begin to turn around achievement test scores that were in the lowest quartile in the state. He really wanted to make a difference. It was a top-down decision to focus on early childhood.

Katy Roberson,
Program Director,
South Bay Union Elementary District's VIP Village,
Imperial Beach, California

RECOMMENDATIONS

◗ ***All children should have access to the benefits of good quality child care and early education,*** especially in lower-income communities where working parents lack affordable options.

◗ ***States committed to improving school readiness and educational outcomes should invest in bettering the quality of early education.*** To do this, states should encourage early childhood collaborative efforts on the local level, working with community-based child care providers, as an education reform strategy that will improve student performance.

◗ ***Superintendents in all the nation's school districts need to see collaborative early childhood efforts as a vehicle for education reform as well as a foundation for universal prekindergarten.*** School superintendents should take the lead in pursuing relationships with the early childhood community to further such early education initiatives as universal pre-K. Schools should lead but they cannot carry these efforts alone.

CCAC's research indicates the greater likelihood of success for collaborations, especially those initiated by school superintendents.

◗ ***Not only should children be ready for school, but schools must be ready for children.*** Schools should therefore become actively involved in assuring that all children make a successful transition into elementary school from a variety of preschool and/or child care settings. Partnerships between the schools and early childhood programs help to ensure greater continuity for children, thereby increasing the chances of sustaining the gains they've made in high quality preschool programs.

◗ ***Community-based early childhood organizations should be encouraged by our findings and approach schools with specific proposals for partnering,*** on the grounds that collaboration among child care, Head Start, and schools has the potential to create strong momentum for education reform.

◗ ***All early childhood partnerships must take into account the needs of working parents.*** Part-day-, part-year programs are not responsive to working parents' needs. As more parents leave welfare for work, they and their children may lose the opportunity to participate in Head Start or prekindergarten programs unless these programs provide, or are linked to, full-day care. ■

A PORTRAIT OF THE PARTNERSHIPS

What you have to do is...you stay sensitive, you watch, and you keep your ear to the ground, and you spot where it is naturally happening, and you go with it, and support and work with it where it's happening... You have to find the natural location, where there's already that type of commitment, and join that effort.

Cliff Marcussen,
Executive Director, Options,
Covina, California,
on the opening for collaboration/partnership

This program grew on the fringe. This was not a strategic five-year plan; this was a group of people committed to a vision and were almost outside the system. Now that success has come, how do we move that success closer to the center of the school system and yet not lose the innovation?

Dave Swierpel,
Director of Community Services,
Learning Community,
Flint, Michigan

SIX PROFILES OF INNOVATION

CCAC's national search for public school/early childhood partnerships identified strong, dynamic programs in low-income communities. These programs continue to break ground as they effectively prepare children for school and help to improve their academic performance in the early elementary grades.

This chapter of *Partnering for Success* will introduce you to six of the 68 partnerships, all of which are described in brief in the inventory, which begins on page 36. These profiles offer insight into the people and places that make the partnerships tick; each profile highlights a different dynamic or outcome. CCAC hopes these will give advocates and other readers a feel for their process and products, while displaying the diverse locales, players, problems, and goals that drove participants to undertake these collaborations. If the years-long processes are not always evident in these profiles, the original problems and results are manifest.

Nearly 80 percent of these programs have been founded since 1990, building on myriad initiatives in education reform and inter-agency collaboration. Their evolution has coincided with a growing recognition by policymakers on all levels of the benefits of quality early childhood education as a key to education reform, as well as with the trend toward more universal programs in an increasing number of states.

Indeed, many of the partnerships highlighted in this inventory have been propelled by top-down strategies begun at the state level, among them ABC (Arkansas Better Chance), Smart Start in North Carolina, Good Start in New Jersey, and Healthy Start in California.

Partnerships' infrastructures influence programs

Although all of the partnership inventory's exemplars met a set of criteria (see Methodology) that included the linkage of schools with child care and/or Head Start, the partnerships exhibit two different basic structures: centers and networks. Centers, which constitute 58 percent of the inventory, are single-site programs that in their most complex forms include a variety of off-site activities and link up with diverse community partners. Prime

examples of complex centers include Community School P.S. 5 in New York City, a collaboration between the Children's Aid Society and a school district, and The Center, in Leadville, Colorado, and King Urban Life Center, in Buffalo, New York, both 21st Century schools.

Networks are characterized by a number of service sites, a variety of program-level initiatives (often led by different individuals), a tendency to serve multiple income levels, and the simultaneous evolution of infrastructure and direct-service components. They can vary greatly in size and reach. In Bakersfield, California, strong leadership at the county level has spawned a collaboration involving 47 school districts in which 5,100 children are served by state preschool, Head Start, and state child care. A partnership in northwestern Vermont — Franklin County Early Childhood Programs — includes a variety of county-wide initiatives under its organizational umbrella, including six laboratory preschools and a Preschool Choice project, as well as publicly-funded early care and education programs, serving more than 1,000 children from birth to school age. And in northeastern Georgia, Ninth District Opportunity CAP serves 4,000 children through Head Start, Georgia state pre-K, and private providers receiving state lottery money in 22 school districts throughout a 20-county area.

Partnerships have diverse roots

Scattered across 37 states, the partnerships identified by CCAC have taken root in a wide range of sites, from a poor, rural Ozarks community in Arkansas, where early care and education had been the victim of a rising retirement rate, to a depressed mill town in Oregon, to a Navajo Indian reservation in the stark, but hauntingly beautiful, landscape of New Mexico. The majority of the programs are split between urban and rural locales, with cities claiming the largest percentage, followed by rural and suburban areas and small towns. Several programs — Caldwell Early Childhood Center, in Nashville, Tennessee, Westmoreland Preschool, in Danville, Virginia; Ezra Carroll Elementary School, in Corsicana, Texas; Community School P.S. 5, in New York City, among others — bloom like flowers even in the harsh terrain of neighborhood housing projects. These programs are all sources of community revitalization and hope.

Some of the communities whose programs are highlighted in this report had to build, from the ground up, an infrastructure to support services for young children and families; in several instances, no child care or prekindergarten facilities existed. Others already had programs in place, with their attendant funding streams, but were in need of expansion and quality enhancement.

Communities with Head Start programs involved in the national transition project, Continuity for Success, offered opportunities for collaboration between preschool and kindergarten teachers, which helped to focus attention on the need for continuity as children move from preschool into the early elementary grades. Precursors of many of these partnerships were often more limited programs for children with special needs, to whom services were mandated by many states in the late 1980s. Initiators of partnerships capitalized on dual trends toward mainstreaming and inclusion and state interest in pre-K programming to push toward more universal approaches to the education and care of preschoolers. ■

Building a Learning Community

A dynamic partnership, with promising outcomes, is blossoming in Michigan's Genesee County, where employment has dipped 40 percent over the past decade.

Partners

Bendle Public Schools
Carman-Ainsworth Community Schools
Head Start
Early Head Start
Even Start
Michigan Department of Education
University of Michigan-Flint Nursing School
Old Kent Bank
Mott Children's Health Center
Metro Housing Partnership
child care centers
Genesee County Health Department

When Dave Swierpel and Carolyn Rutledge get together to educate others about the work of the Bendle/Carman-Ainsworth Learning Community, a common occurrence these days, they exude the energy and conviction of those on a mission. "We don't just break paradigms, we bust them," says Swierpel. "It takes a little bit of courage to head out and try something new, but if it meets the needs of our families, we go for it."

"Going for it," in the case of this partnership, has involved a progression of steps over the past decade. They have transformed a cluster of "stand-alone" community/adult education programs into a comprehensive, highly integrated partnership that serves adults and their children within the context of family. The Learning Community's core programming includes Early Head Start, Head Start, Even Start, Michigan School Readiness Program, Community Education,

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Adult/Alternative high schools, and Employment Support Services. All of these programs are supplemented and strengthened through the partnership's diverse community collaborations.

In 1991, Rutledge, who was then Head Start Education Coordinator, Judy Banfield, then Title I Parent Involvement Coordinator, and Carol Lantz, then Supervisor of State & Federal Programs, wrote a proposal requesting funding for Even Start, a federal family literacy program that is now administered through the state Department of Education. While they did receive funding, the federal directive was: trim $100,000 out of the budget.

Determined to go forward, Rutledge, Banfield, and Lantz approached the district's Supervisor of Adult Education and proposed that they join forces, since both programs served parents without high school diplomas. With the cooperation of the state Director of Adult Extended Learning Services, staff developed a home-based Even Start curriculum, which made it possible for parents to receive adult education credit, under the supervision of state-certified adult education instructors, for working with their children in their homes and in early childhood classrooms.

"Even Start was the pivotal program that allowed us to shift our paradigm to a truly integrated service model. In Even Start, there's the dual enrollment of parent and child. The focus is on the family," says Rutledge, who, as Coordinator of Community Education and Federal Programs, shares key responsibility for the Learning Community partnership with Swierpel, the Director of Community Services for the Bendle/Carman-Ainsworth schools. The Learning Community currently serves approximately 600 families within its early childhood and family support programs.

In making this critical connection between the education of adults and the early education and care of their children, the Learning Community began to look more closely at how effectively its programs were serving community members, many of whom were enrolled simultaneously in programs whose requirements created conflict in their lives. "We began to realize that, with the best of intentions, we were pulling people in different directions," says Swierpel. "We had all of these great programs to offer people, but we were competing for the same people. We thought, 'We need to look at ways we can collaborate and cooperate.'"

Initially, communication among programs was limited. Over time, however, the staff members of ea program began to talk to one another, and to learn about the areas of overlap as well as unmet needs. Today, Learning Community programs share

PARTNERSHIP I

Flint, Michigan

not only information but facilities, staff, equipment, and funding. Staff as well as key community partners meet at a weekly roundtable discussion. Facilitated by Rutledge, these meetings provide ongoing opportunity for staff to fine tune their programming; build team commitment and support; align the system for continuous improvement; and keep their eyes on the big picture while still attending to critical details. Swierpel serves as the ambassador to the larger school system and Rutledge oversees the day-to-day functioning of the Learning Community's programs.

"We look for collaboration in many different ways," says Rutledge. The partnership works to establish solid relationships with those in positions of power in the larger community, in the state, and even on the national level. "If you are not collaborating with your funders, your supporters, and policy makers," says Rutledge, "you aren't advocating for the needs of your families."

Support for the Learning Community from the Carman-Ainsworth Community Schools has grown over time. Although the district has served as fiscal agent and provided extensive in-kind support, including facilities and transportation, since the initiation of the district's federal grant programs over twenty years ago, their relationship has blossomed in the past two years. This coincides with the arrival of a new superintendent who clearly sees the connection between the work of the Learning Community and academic outcomes for the district's children.

In early 1999, the Learning Community conducted a study that compared the scores of 132 Carman-Ainsworth students who had participated as three- and four-year-olds in the partnership's Head Start and state pre-K programs with those of fourth graders in the district and across the state. Key findings show this group "holding their own" compared to students who do not come from low-income, high-risk families. The Learning Community group scored favorably on the fourth grade Michigan Education Assessment Program (MEAP), equal to or surpassing district and state averages. Further tracking will be continued over the next several years to more fully document the significance of these early findings. However, the initial news is worth celebrating. Says Rutledge: "Our children often have difficulty with paper and pencil assessment, and to have [them] be on a level playing field [in fourth grade] was so exciting!" ■

A City Takes on Child Care

Attention to quality and professional development makes Albuquerque's Child Development Centers a welcome addition to services to improve outcomes for children and families.

Partners

City of Albuquerque
school district
Head Start
neighborhood associations
zoo
senior citizens center
Technical Vocational Institute
University of New Mexico – Teacher education

In the near Northeast Heights of Albuquerque, a garden is in bloom. Its caretakers are not the usual suspects, adult landscape artists of the amateur or professional variety, but children. Guided by head teacher Geneva Barnes, these preschoolers at the Hawthorne Elementary School Child Development Center are growing everything from jalapeños and green chili peppers to tomatoes and onions, to zinnias, marigolds, and sunflowers. Outside, in the dry southwestern heat, the children soak the earth with water, nurturing their creations. Inside the classroom, cucumber and tomato prints made on muslin and a vegetable soup cooking on the stove are testaments to the garden's great curricular potential. "The children are truly a part of the garden from the beginning to end," says Barnes. "It's amazing how much growth takes place in the children and the adults."

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PARTNERSHIP II

Albuquerque, New Mexico

Hawthorne, which is accredited by the National Association for the Education of Young Children, is one of 14 Child Development Centers that have blossomed over the past decade in Albuquerque, in collaboration with the public schools and other community institutions. In the late 80's, spurred by a strong, and increasingly well organized, group of local and state early childhood advocates, the City of Albuquerque embarked on a series of steps to provide child care and better quality early childhood programs to children and families. By raising the sales tax and allocating a portion to early care and education, the City was able to establish an Office of Child Development in 1989. That same year, Albuquerque became one of a group of 24 communities nationwide to participate in a federally funded Comprehensive Child Development Program, which called for, among other things, high-quality child care for families with children ages three to five.

To meet the requirements of the federal grant, as well as the needs of the City, Albuquerque's Human Services Department approached the public schools to propose the use of their property for preschools. Land, maintenance costs, and custodial services would be paid for by the public school. The City offered to provide the operational and programmatic funding to support staff training, instructional materials, and supervision.

"This was a radical and challenging proposal," says Olivia Rivera, who was early childhood coordinator for the Albuquerque Public Schools at the time, and who worked closely with Michael Passi, the Department's Associate Director and head of the strategic planning unit. Resistance came not from top school administrators, but from middle managers. "They asked 'Why do we have to be involved in child care, we have enough to do,'" Rivera recounts. They soon learned to adapt. With the support of the Board of Education and a critical mass of principals, the City moved forward, opening four sites at Duranes, Emerson, Lowell, and Tomasita elementary schools, in low-income, high-needs neighborhoods. Today, the city's 14 centers serve 600 children on nine elementary school campuses and five other sites, including Albuquerque's zoo and senior citizen's center.

While Rivera played a pivotal role in the early period of the partnership, helping to weave the fabric of the agreement between the City and the schools, it is Jorja Armijo Brasher, Manager of the Division of Child and Family Development, who has served as a visionary force in the partnership's growth and development. Quality is her mantra. As the city has worked to forge relationships with Head Start and independent child care providers, relationships that are still evolving and

have their share of tensions, staff training and development are at the top of the agenda.

With the receipt of an Early Head Start grant, the City has expanded its continuum of services to infants and toddlers, and has developed memos of understanding with independent child care providers that are serving those families. "We want to help them build their ability to provide quality programs and staff," says Brasher. "At the moment we are offering some supportive funding, in addition to all the in-kind services that we can. And the planning for training we can do. We are trying to set a standard."

Of New Mexico's 600 child care centers, only 37 are accredited by NAEYC; twelve of them are run by the City of Albuquerque. "Our staff have been well trained, and many of them are learning to be trainers themselves," says Marsha Berger, Family Development/Education Specialist for the Office of Child Development. They are presenting at conferences, and doing mini-workshops. They are trying to pass on the knowledge that they have received."

One such staff member is Joanne Zakrezowski. Hired by the city at 18, she moved up to lead teacher at Tomasita Elementary's Child Development Center, gathering credentials and honing her leadership skills by providing staff development of all kinds, including presentations at annual New Mexico Association for the Education of Young Children conferences.

This kind of attention to training and professional development — a critical element of quality — is paying off for both the children and the public schools that are charged with the task of educating them. At Tomasita, where the Center classrooms are lodged in the elementary school itself, right next to the kindergarten classrooms, staff members from both levels intermingle, providing a continuum of developmentally appropriate practice.

Kindergarten teachers here report higher levels of readiness among children who have spent their preschool years in the Child Development Center. They didn't have to start from the very beginning, reports Zakrezowski, who has since moved to the McKinley Child Development Center. "It was a lot smoother, a lot easier, and [the kindergarten teachers] wished that we could bring in all their kids from our program to theirs." ■

PARTNERSHIP III

Nashville, Tennessee

Literacy: It's All in the Family

At this inner-city school, where language delays are rife, a strong emphasis on literacy helps children – and parents – develop a love for reading.

Partners

Caldwell Early Childhood Center
Metropolitan Nashville Public Schools
Sam Levy Day Care Center
McNeilly Day Care
Metro Health Department
Vanderbilt University
NationsBank
Dollar General Store

The library is a revered place at the Caldwell Early Childhood Center in Nashville. Large, light, and whimsically decorated with stuffed animals, it has an extensive collection of appealing books, magazines, and tapes, lovingly tended by Library Media Specialist Louise Clifton, with the help of a spirited corps of parents. This room, with its high ceilings and promise of access to worlds unknown, is a refuge for the school's families, all of whom live in the surrounding Sam Levy Housing Development, a community plagued by violent crime, drug trafficking and the highest child death rate in Davidson County.

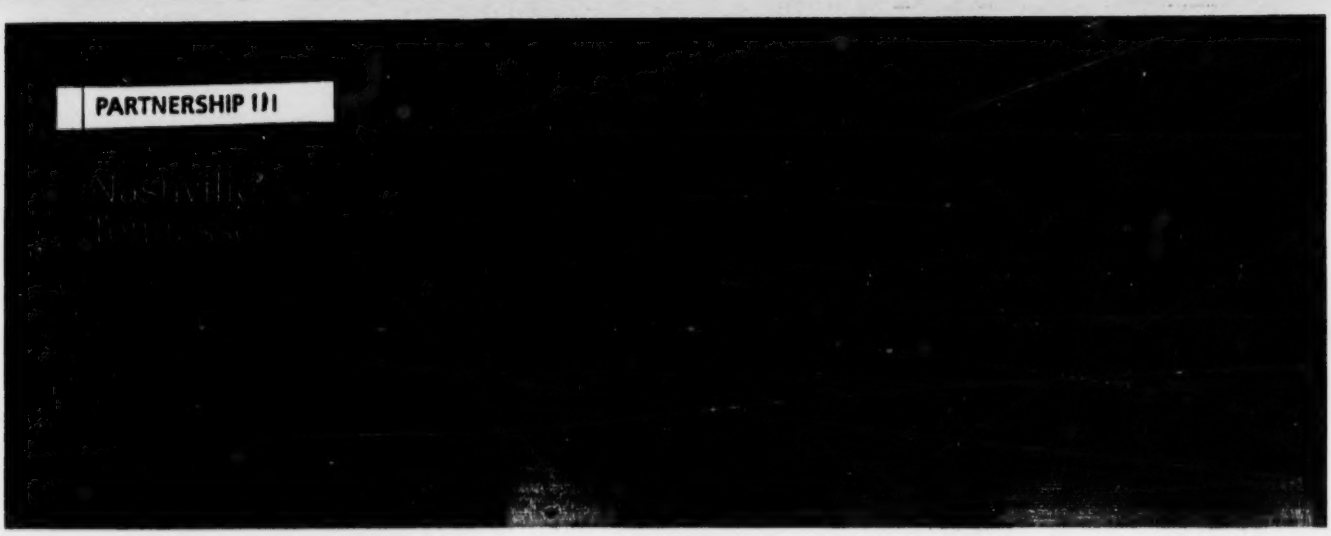
Caldwell, which now serves 235 children in prekindergarten, kindergarten and therapeutic classes for children with special needs, was a middle school destined for the trash heap in the early 1980s, the result of a desegregation order. In 1983, however,

a Federal judge overturned the order and declared it a magnet school. Its role serving older children, however, was short. At this time, a group of teachers in the community, distressed by the 50 percent kindergarten retention rate, got together and lobbied for a strong, developmentally appropriate early childhood program that would engage an apathetic, often angry, group of parents in their children's education. The Nashville Board of Education decided to move the middle school and open Caldwell, funded in part by a Tennessee Department of Education grant. In 1986, the new school was born.

In 1991, a Success by Six initiative sponsored by United Way brought together a group of public and private partners — a hospital; the city's health, education and social service departments and housing agency; the state department of human services; a university health center — and established a pilot Family Resource Center and Clinic at Caldwell. Among its goals, which included improvement of birth outcomes and child health, were to increase parent involvement and promote school readiness.

Library Media Specialist Clifton is part of an intensely devoted team, including Principal Dianne Gilbert, Home-School Coordinator Suzanne Brown, Title I Coordinator Pam Craig, and a host of teachers and other staff, that is working to achieve those goals. Trained as a librarian, Clifton worked in an elementary school and then taught adult education, experiences that impressed upon her the need to make literacy a family enterprise. From teachers she would hear about their struggles of trying to reach parents. "What the teacher was saying was 'I'm frustrated, I need help reaching your child, what can we do?'" says Clifton. From her adult students, she was hearing the other side of the story. "What the parent heard was 'You're a failure,' because so many of them had not succeeded in school," she adds. "It was such a revelation to me."

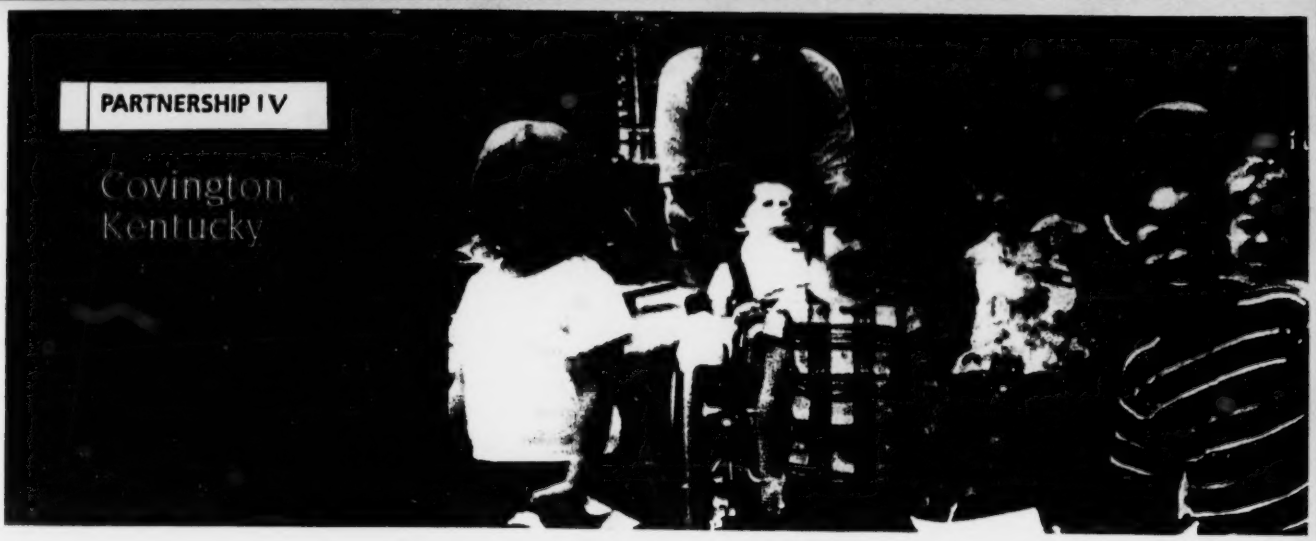
To narrow this gap, Clifton started the Parent Library Reading Team. Concerned that children themselves were not checking out books, Clifton offered their parents the opportunity to do so. She emphasized to them the importance of reading to their little ones and provided simple, but well-written materials that lay out strategies to encourage acquisition of early literacy skills. When a family has read 20 books, it gets one book free. Caldwell celebrates its star readers — parents and children — by photographing them and posting their pictures on a bulletin board in the school's lobby. "I think the role of the parent is immeasurable," says Clifton.



"If we can get them excited and working, then their children make much better progress."

Caldwell buttresses their progress as well through its curriculum, which is infused with literacy activities. "Stone Soup," a classic children's story, served as the inspiration for a complex multi-media project taken on by one of the Center's kindergarten classes. Introduced to the story by their teacher, who read it first, the children then spent time reading their own copies. They then proceeded to the culinary realm, making their own stone soup with a multitude of ingredients. The next stage of their work involved forging relationships with a group of students from a community high school, with whom they made a stone soup video. After the kindergartners and their older "buddies" met over the Internet, the two groups moved back and forth between their schools, working on storyboards, touring the video studio and control room, painting a backdrop, and filming. Rough, but eloquent, the final product remains a testimony to the children's engagement and creativity.

On a hot June day, the library beckons, in all its air-conditioned peacefulness. Tammy Wimberly, mother of eight-year-old twins, a three-year-old and a seven-year-old who attended both preschool and kindergarten at Caldwell, works quietly at one end of the room. "When I want to get away from everybody, I come to the library," she says. Wimberly started reading to her children soon after she met Clifton. Now, she says, "I read aloud to everybody, everybody, anybody in the house that's listening, I read to." Soon a star reader, she began spending hours in the library cataloguing, shelving books, and eventually starting to master the computer. Wimberly's relationship with Clifton and her pleasure in reading and her library work led to further involvement, both in the school's Parent Club and as a volunteer in the classroom. Now she's tackling the Internet. "I worked a program today I didn't realize I could do," she says with quiet pride. "I can do it. I don't know, I may try and go back to school." ■



The Power of Parents

Family involvement is the heart and soul of the James E. Biggs Early Childhood Education Center, with parents honing their skills to advocate for their children in the larger public school system.

Partners

Covington Independent School District
Children, Inc.
Carnegie Center for the Visual and Performing Arts
Levi Strauss
Fidelity Investments

A beige brick former Catholic school, the building that houses the James E. Biggs Early Childhood Education Center takes up most of a city block in Covington, a northern Kentucky city within the greater Cincinnati metropolitan area. Outside, a big yellow sign with black print urges community residents to "Register Now for Free Preschool." From the street, through the school's tall windows, one can see a brightly painted mural of trees and birds. Inside, the lobby is bursting with color and images of children: fabric signs of welcome; a night-sky blue "River of Words" that meanders across the wall, surrounded by photographs of families; and a large black-and-white poster of two youngsters, about to shimmy down a slide, side-by-side.

PARTNERSHIP IV

Covington, Kentucky

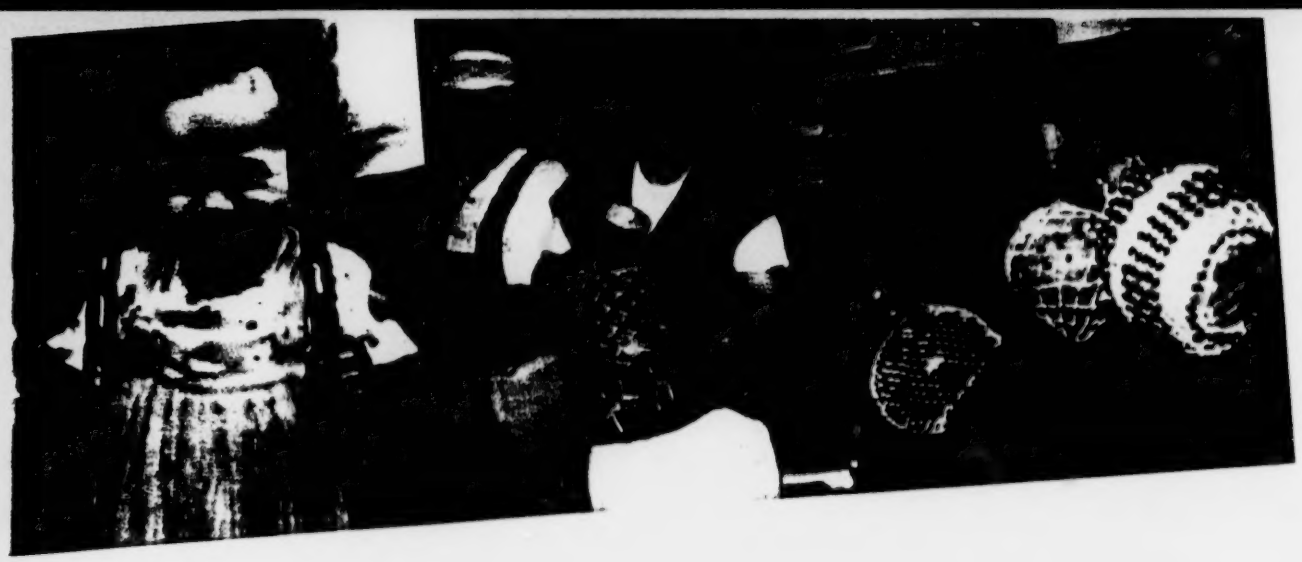
One of the poorest states in the nation, Kentucky, nevertheless, has been on the cutting edge of school reform for the past decade. The creation of Biggs, a partnership between the Covington Independent School District and Children Inc., a local nonprofit child care agency funded by United Way, is a direct outgrowth of the efforts of James Biggs, Covington's school superintendent in the early part of this decade, and the Kentucky Education Reform Act (KERA) of 1990. KERA mandated half-day preschool for four-year-olds at risk of educational failure and provided financing for the establishment of Family Resource Centers in the schools to address health and social needs.

Concerned about lack of school readiness, Biggs convinced the school board to support a preschool, and then worked with former Assistant Superintendent Jayne Morgenthal, Diane Roketenetz, who had run a "Saturday School" for at-risk youngsters in the district, and Rick Hulefeld, Executive Director of Children Inc., to secure KERA funding and hire a staff. By the fall of 1990, the Biggs Center was up and running. Today, it serves 300 three- and four-year-olds in NAEYC-accredited half-day classes and 70 additional three-year-olds in a home-based program with a strong focus on family literacy.

The Covington School District and Children Inc. set up a dual management structure, which remains in place today. Staff from the school district and Children Inc. share responsibilities, which, according to Roketenetz, allows for a smooth flow of ideas and increased creativity and flexibility. Roketenetz, a Covington School District employee, and Chris Kelley, a Children Inc. employee, supervise the day-to-day operations and encourage staff, through teaching teams, to develop their own leadership abilities.

Staff leadership abilities are only part of the picture. Parent involvement has been central to Biggs' mission from the start. And Director Roketenetz, "Dr. Rocky" to staff, parents, and children, ensures that it remains so. Her belief in enhancing the power of parents runs deep, informing every aspect of this preschool's programming and affecting all whose lives are intertwined with the Biggs community. "No matter what, any kind of contribution is greatly appreciated here," says Terri Patterson, mother of two girls, both Biggs alumnae. "You always feel welcome here, always, and you can be involved at any level, one hour a year, or every day, if you choose to."

On any given day, a parent might be



honing leadership skills in a program called Parent Power, with Family Resource Center Coordinator Ethel Ingalls; studying for a GED; learning about the benefits of stress management; undergoing a full health screening, including mammogram and blood and cholesterol tests; creating a folder, "More Fun Things to Do," a resource for the Center's home-based family literacy program; or training with Bev Schumacher, Parent Coordinator, for work in the classroom.

Families get seriously involved in the life of the Biggs preschool and take what they learn and apply it in Covington's six elementary schools. In the center's Parent Power sessions, mothers and fathers learn how to vote, how to run a meeting, how to handle a school board meeting, and other essential skills of participatory democracy and advocacy. "Parents have grown up here with a lot of skills," says Roketenetz. "Now they're going into the rest of the system — there's been a systemic effect."

The proliferation of Family Resource Centers, a provision of KERA, has also had a catalytic effect on parent involvement. "Parents who have been disenfranchised in the past need encouragement to get involved and feel that they have a voice in their child's education," says Roketenetz. "With Family Resource Centers in all the schools, it's easier for parents to take a more active role."

It's not mere coincidence that some of the highest ranking PTA members of Covington's six elementary schools are, or have been, Biggs parents. These pioneers do not gloss over the difficulties of penetrating a system that historically has resisted the participation of parents. They are working hard to establish relationships with teachers and administrators. And they are aided and abetted by their mentors at Biggs. Roketenetz prevailed upon one of Covington's most parent-friendly principals to extol the virtues of parent involvement at retreats for all of the system's principals. In addition, there is now a district-wide Parent Advisory Council, which numbers among its members a school board representative, parents and principals — a potential force for change.

"It's very encouraging," says Roketenetz, "because we're a small enough school system where we can really make a difference in the whole district." ■

PARTNERSHIP V

Birmingham, Alabama

Head Start to the Fore

A collaboration between Birmingham's JCCEO and the public schools extends the reach of developmentally appropriate practice.

Partners

Head Start
Birmingham Public Schools
University of Alabama

On a humid afternoon in late April, a group of Head Start children, staff, and parents have gathered in a patch of shade waiting for the last course of their barbecue lunch: strawberry ice cream cones scooped on the spot. The three- and four-year-olds are talkative and energetic. A series of songs keeps them sitting still for a while, but as their dessert is delayed, the kids let loose with cartwheels and somersaults.

After polishing off their cones, the children scamper into the classroom with their teacher, Mrs. White, for an end-of-day meeting. Their light, attractive, well-furnished classroom is filled with books and festooned with artwork by the children. This space symbolizes a partnership with Birmingham's public schools that has effected a wholesale early childhood education reform strategy.

Jefferson County Committee for Economic Opportunity, in Birmingham, Alabama, was one of the early Head Start grantees. By 1986, however, when current Executive Director Gayle Cunningham came on board, the program was in "big trouble" fiscally and programmatically. Major changes were in order. An uneasy alliance with community churches, which housed most of the program, inspired Cunningham to seek collaboration with the school district, many of whose public schools had empty space at the time.

But physical space was only one piece of the puzzle. The arrival in Birmingham in the late '80s of a new district superintendent who had seen the positive effects of Head Start in Durham, North Carolina, set the stage for an education reform strategy encompassing early childhood and offering an opportunity to improve Head Start as well. Cunningham grabbed it. She immediately joined forces with the new superintendent as well as his counterpart in Bessemer, a neighboring school district plagued by low test scores.

"In our meetings," says Cunningham, "the Birmingham superintendent and I developed a new vision of curriculum for our schools. We were looking for continuity, with Head Start being just the foundation year of five years of early childhood education. We wanted to take a look at the education of children between four years and eight years of age — from Head Start through third grade. We also wanted more of an integrated curriculum, one that blended the normal sequence areas — language, math and science, into a series of themes."

To that end, the new partners approached the Head Start Regional Office for funding to support an early childhood specialist who would help develop the curriculum and provide training in implementation for Head Start and early elementary teachers. With supplemental funding from Head Start and the school district, the "new" program was launched in 1990 with Head Start classes housed in previously empty kindergarten classrooms. Over the past decade, the primary grades have followed suit, and the partnership has expanded to include four other school districts, serving more than 1,200 children in as many as 30 schools.

Today all Head Start classrooms in the partnership are accredited by NAEYC. The conversion to more child-centered developmentally appropriate practice in the early elementary grades has been

PARTNERSHIP V

Birmingham, Alabama

challenging, and implementation is still somewhat uneven, varying among and within schools and systems.

The overhaul of the K-3 curriculum required intensive professional training. "We looked at revamping classrooms structurally, through materials and furniture, we looked at what their needs were," says Head Start/Public School Curriculum Coordinator DeLyne Hicks. "We looked at doing some things differently in their scheduling, looking at bigger blocks of time." An outgrowth of the training was the identification, by the teachers, of four major themes and a series of core books that would jibe with the requirements of the state curriculum, to which the primary school teachers are bound. The pressure of state-imposed standards is ever-present — third-graders take the Stanford Achievement Test, or the SAT9 — inevitably inhibiting attempts to create curricula that are best suited for children at the earlier stages of the developmental spectrum.

Still, to walk into Becky Davidson's first grade classroom in Birmingham's Spalding Elementary School is to see the fruits of this vision. Though small, the room is rich with materials to promote exploration and literacy. The excitement is palpable as the children prepare to share stories that they have written, an assignment that has come on the heels of a visit by Patricia Hillyard Nunn, author of *Foluke: The Afro Queen*, who explained to the youngsters how she gets her ideas.

Although no broad-scale longitudinal data is available, there is evidence that the philosophical and programmatic commitment to an early childhood approach, extending from preschool through the elementary grades, is starting to pay off.

"We've seen tremendous continuity," says Seth Goldman, Director of Instruction for grades K-6 for the Bessamer City Schools and former principal of Hart, one of the district's six elementary schools. "Those children are really ready for learning. We have really seen a difference academically and socially. Test scores have gone up school-wide. You need to start early on." In a city noted for troubled public schools and low academic achievement — the Birmingham city school district barely averted a state takeover in 1997 — such progress is promising. ■

PARTNERSHIP VI

Pittsburgh, Pennsylvania

View from the Hill

Principal Gayle Griffin knows the value of partnerships in improving outcomes for children and families, but a strong school role is critical, she says, in community revitalization.

Partners

Head Start
child care providers
Pittsburgh Public Schools
Bloomfield-Garfield Community Development Corporation
University of Pittsburgh
Carnegie-Mellon
Bank Street College of Education
Indiana University of Pennsylvania

The steel doors of Fort Pitt Elementary School look forbidding, enforcing the building's fortress-like image. But inside, a world of color, light, action, opens up, quickly dispelling any thoughts of impenetrability and gloom. Children's works of art line the high-ceilinged hallways; the voices of preschoolers emanate from their lively classrooms; fourth-graders are building pyramids and boats and mastering hieroglyphics; kindergartners and first-graders are writing, drawing, and constructing cities, tall and stately, of blocks.

Fort Pitt Elementary School, which sits atop one of Pittsburgh's highest hills, has seen many lives. Originally a neighborhood school for the surrounding community of Garfield — the building's clock tower earned it the sobriquet "Castle on the Hill" — Fort Pitt declined with Garfield's fortunes. As crime, gang activity, infant mortality and poverty rates and illiteracy soared,

PARTNERSHIP VI

Pittsburgh, Pennsylvania

the school became a symbol of a community under siege. By the late '80s, with parent disaffection at an all-time high and student attendance waning, the school district moved into high gear, sparking a transformation led by principal Gayle Griffin in cooperation with parents and a wide range of community partners.

"You can't do schools in isolation. They have to be places for families," says Griffin, who was hired in 1989 to convert the ailing school into a model child development center for the district. Griffin certainly had the right resume for the job. She had taught preschool, elementary, and middle school before becoming a supervisor for the district for early childhood programs and then moving on to serve as principal at another one of the city's schools. Still, the challenge was great.

"There was such a negative attitude about the school in the community," says Griffin. "Parents were just not pleased with the place at all. When I got here, there were seven empty classrooms." Today, the school serves 600 children from preschool through fifth grade. The majority are on-site, the rest in Head Start classes situated across the street in a housing development. And space has grown scarce. Parents have embraced Fort Pitt. They now feel, Griffin says, "'I could put my child here; good things are going on.'"

Among the good things are practices chosen from an eclectic group of education models — from Comer's School Development Program to New American Schools — from which Griffin and her staff have drawn inspiration. At Fort Pitt, the kind of hands-on learning traditionally associated with preschool infuses the curriculum up through fifth grade. For help in implementation, Griffin turned to Bank Street College of Education, which provided training, over a period of three years, to staff at Fort Pitt. (Bank Street worked, as well, with four other Pittsburgh schools on curriculum reform and professional development.)

Assessment was next on the agenda for change. "If you have to change the curriculum, you have to change how you assess," Griffin points out. Working with the University of Pittsburgh, the school's faculty developed an assessment system called work sampling, which is portfolio-based. The school also made a commitment to looping, or multi-year assignments; beginning with preschool, children stay with the same teacher for two years, a practice that enhances learning by fostering strong relationships between children, their parents, and teachers.

Griffin has tended those relationships assiduously, keeping the school wide open to the community's families. "They can come in anytime," she says. "On Saturday mornings, they have the place to themselves. They can use the

gym, use the computers. And they have to be involved in parent training programs." Parents regularly take part in community projects, among them the construction of two playgrounds, one for preschoolers, the other for older students, funded by the city and private grants. They also play a role in planning and decision-making through a 35-member Parent Council, comprised of Fort Pitt faculty and staff and a wide variety of community representatives.

Griffin recognizes that meeting families' needs and ensuring children's readiness for school also means paying attention to child care. While Fort Pitt's four preschool and kindergarten classes are full-day and meet five days a week, the proverbial gap for working parents remained. It is now being filled, thanks to a new Head Start wrap-around program. Fort Pitt is also collaborating with Louise Child Care, a local child care provider identified by United Way as part of their $36 million Early Childhood Initiative (ECI), to build capacity and enhance the quality of child care for families with children from birth through age eight in Pennsylvania's Allegheny County.

The ECI has provided a useful structure for fostering collaboration in Pittsburgh among the schools, Head Start, and child care. "This is the first time there's really been a dialogue; it's a very positive one," says Griffin, who represents Garfield and Fort Pitt on the United Way Early Childhood Initiative advisory council. There has, however, been some resistance. Home-based child care providers, who struggle with pitifully low subsidies and high rates of staff turnover, were initially threatened by talk of higher standards. "They thought this was going to take money away from them, that there would be no resources for them," says Griffin. Once it was clear that they, too, would benefit from the resources of this initiative (including training and funding), that their input was welcome, they were ready to join the dialogue.

As the conversation among the partners has continued, Griffin has remained sensitive to those who fear the power of the school, both in determining policy and attracting resources. "We're very careful not to be the lead agency, so we're not seen as a threat, we're seen merely as a partner and a collaborator in terms of goals and objectives," she says. However, that sensitivity is balanced by a fervent belief in the necessity of a strong school role in the community, particularly neighborhoods such as Garfield. "Most Community Development Corporations look at bricks and mortar," says Griffin. "They don't tend to look at social purpose. To move to a community people have to like it. And if they have institutions that they feel are not meeting their needs, they're not going to want to move there. There's no point in developing a community where a school is not a central focus." ■

CONCLUSION

CAC has identified some of the most exciting thinkers and leaders in the early childhood and public school fields, whose work has evolved primarily at the local level. Many of the communities in which these partnerships have evolved are not particularly rich in resources. Yet these programs flourish, nurtured by innovation, creativity, and an unwavering dedication to improving the lives of children and families through education. Nationwide, child care and early education are in a state of crisis: child care quality is mostly mediocre, and most families cannot afford what good quality care costs. If we want to be a nation that is truly committed to getting each child off to a successful start as well as to the National Education Goals, we must pay attention to the stories from those on the front lines of change.

If we want to be a nation that is truly committed to getting each child off to a successful start, we must pay attention to the stories from those on the front lines of change.

We hope that this report serves as a call to action — to legislators, policy makers, educators, child care advocates, business leaders, and early childhood practitioners and researchers. The voices that have emerged from our research must be integrated into conversations in other communities and on the state and national levels. Now, more than ever, it is critical that we hear them. ■

AN INVENTORY OF SUCCESSFUL PARTNERSHIPS: METHODOLOGY

The heart of this project is a national inventory of partnerships that engage schools with Head Start, child care, and other early childhood partners to improve children's readiness for school and performance in the early grades. Our exemplars are dynamic programs selected according to the following criteria: a basic structure of schools in partnership with child care and/or Head Start; evidence of improved outcomes; and strong parent involvement, teacher engagement, and community support, all of which have sustained the momentum for changes benefitting children and families. No other organization to our knowledge has sought to survey this entire area of activity, to learn how many partnerships exist, where they are located, what they have achieved, and what lessons they can offer other communities as well as state and national policymakers who seek to stimulate and support similar initiatives.

The first step in compiling this inventory was to get referrals to effective partnerships from a wide array of national, state, and local sources. In all, we sought the advice of nearly 200 experts, ranging from the researchers in the regional laboratories of the U.S. Department of Education to CCAC's own National Advisory Panel liaisons, who referred us to a total of 179 partnerships in 45 states. After eliminating 25 programs whose structures obviously disqualified them from consideration, CCAC conducted in-depth telephone interviews with the remaining 154 partnerships. On the basis of our interviews, we identified 68 examples of programs that offered evidence to confirm an increase in school readiness for growing numbers of children, as well as better academic performance in primary school. A substantial percentage of partnerships reported improvement in reading and classroom grades; reduced retention on the kindergarten and elementary levels; and decline in assignment to special education classes. Others cited parent and teacher testimony as evidence of better outcomes. In the inventory that follows, we chose to highlight two specific types of evidence: evaluations and improvement in standardized test scores in grades three and four.

The improved standardized test scores offer a longer term view of progress, while the existence of an evaluation — whether by the state education department, a local or national university, or an independent firm or agency — highlights the partnership's level of development and available resources. CCAC read most of the evaluations, many of which were qualitative, of those programs that cited them as evidence of improved outcomes.

Those partnerships that were not included in the final inventory were typically young programs that had not yet assembled the evidence that demonstrates sustained improvement in children's outcomes across the whole period of early childhood up to and including the primary school grades. Moreover, in many cases, relationships between program partners had not reached a level that would ensure sustainability.

After our final selection, we conducted 14 site visits (Note: each of the sites profiled in depth was visited by CCAC staff). In selecting the sites we sought to encompass geographic, ethnic, and racial diversity; a variety of partnership structures; an array of outcomes and documentation of these outcomes; different types of state, local, and federal involvement; and unique strategies for sustaining momentum. The site visits enabled us to double-check the information gathered by phone, observe programs in operation, and conduct interviews with staff, administrators, school superintendents, parents, and key community participants. The final stages of our data collection included the creation of a follow-up questionnaire, which we sent out to all programs to elicit missing information.

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Mesa Valley 51 School District 52
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Monogalia County School District/ Head Start 52

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Augusta Family Focus/Head Start 38
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Silver Spring Neighborhood Center 57

BEST COPY AVAILABLE

Alachua County School District
3600 Northeast 15th Street
Gainesville, FL 32609
Ann Crowell, Director, Head Start & Family Services Center
352-955-6875

A district-wide early childhood program located in 51 sites, including centers, family homes, public housing facilities, and 22 schools. Serves 850 children ages 0-4 and their families. Features full-day NAEYC-accredited public pre-K; full-day child care; a three-week summer transition program for pre-schoolers entering kindergarten; joint training for Head Start and pre-K staff; pre-K Interagency Coordinating Council, Family Services Center; and health and social services. 66% African-American, 34% Caucasian. More than 75% low-income families.

Opened 1990 • Network • Rural, Suburban, and Urban

Partners: school district, child care centers, family child care, Head Start, community college, state university, health and social services agencies

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, fiscal agent, space

Parent Involvement: special events, general program operation, parent support activities, adult education/training, classroom assistant, program planning, program governance, community council

Funding Sources: state pre-K, Head Start, child care subsidy, United Way

Additional Evidence of Outcomes: Longitudinal study showed significant differences in retentions, parent involvement, and placement in Chapter 1 and Exceptional Student Education between prekindergarten children and comparison groups. The Bush Center in Child Development and Social Policy chose the district's pre-K program as one of the eight outstanding collaboration models in the country. Evaluation by the Bush Center, and by preschool providers based on Head Start Performance Standards and NAEYC accreditation criteria.

Anderson Early Childhood and Family Resource Center/ Haywood County Schools
620 West Main Street
Brownsville, TN 38012
Jim Frazier, Principal
901-772-9053

An on-campus, center-based, full-day program in a community with a growing Hispanic population in which most residents work on farms or in the processing and packing industries. Serves 2,010 children ages 3-6 and their families. Features full-day child care; after-school care; summer program for children without pre-K experience; on-site Family Resource Center; Head Start, public pre-K and kindergarten (all NAEYC-accredited); joint training for pre-K and early elementary teachers. 67% African-American, 30% Caucasian, 3% Hispanic. 85% low-income families.

Opened 1995 • Center • Rural

Partners: school district, Head Start, State of Tennessee

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, classroom assistant, curriculum planning, program governance, community council

Funding Sources: school/school district, Title I, federal special ed, state special ed, United Way, Department of Human Services (Children First Program), state early childhood grant

Additional Evidence of Outcomes: Evaluation by State Department of Education.

Arapahoe County School District 2 Early Childhood Center
P.O. Box 1198
Englewood, CO 80150
Kris Black, Director of Early Childhood Center
303-761-0525

An on-site, full-service early childhood center in area dominated by blue-collar workers in the service sector. Serves 307 children ages 0-6 and their families. Features public-pre-K; kindergarten; full-day child care; after-school care; on-site Family Resource Center; joint training for pre-K and early elementary teachers. 44% Caucasian, 43% Hispanic, 6% African-American, 5% Asian, 2% Native American. 51-75% low-income families.

Opened 1965 • Center • Suburban

Partners: school district, Head Start, Western Arapahoe Early Childhood Council, The Children's Hospital, Americorps, Colorado Department of Education

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, federal special ed, state special ed, child care subsidy, parent fees

Arkansas Better Chance Preschool
1001 North Division Street
Forest City, AR 72335
Vivian C. Ryan,
Founder & Coordinator
870-261-1807

A full-day, full-year preschool program developed for a small community in which there had been no preschool, half of the residents live in public housing, and a newly-built prison is the major employer. Serves 90 children ages 0-4 and their families. Features NAEYC-accredited public pre-K; full-day child care; full-day summer program; joint training for pre-K and early elementary teachers. 50% African-American, 40% Caucasian. More than 75% low-income families.

Opened 1990 • Center • Small Town

Partners: school district, child care centers, other preschool programs

Role of School: administration, kindergarten transition, funding, space

Parent Involvement: fundraising, general program operation, PAT, HIPPY, parent support activities, adult education/training, curriculum planning, program governance, community council

Funding Sources: state pre-K, Title I

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by Arkansas State University.

Asheboro City Schools Early Childhood Development Center
1738 Fayetteville Street
Asheboro, NC 27203
Sonia Michael, Even Start Director
336-672-6636

A comprehensive program housed in a former elementary school in a manufacturing and textile community with a growing Hispanic population. Serves 93 children ages 0-5 and their families. Features public pre-K; strong family literacy component; programs for multiple-handicapped and developmentally delayed preschoolers; joint training for pre-K and early elementary teachers. 50% Hispanic, 30% Caucasian, 20% African-American. More than 75% low-income families.

Opened 1993 • Center • Small Town

Partners: school district, Head Start, Randolph Community College

Role of School: kindergarten transition, professional development

Parent Involvement: special events, general program operation, PAT, home visits, parent support activities, adult education/training, community council

Funding Sources: Head Start, Title I, Even Start, local community

Additional Evidence of Outcomes: Evaluation by Carolina Family Literacy Study.

Augusta Family Focus/ Head Start
P.O. Box 45
Independence, WI 54747
Gary Barnes, Child Development & Education Manager
715-985-2391

A half-day program on site in an elementary school operated by the Western Dairyland Economic Opportunity, Inc., a non-profit Community Action Agency. Serves 36 children ages 3-4 and their families. Features Head Start and Title I preschool. 90% Caucasian, 5% Native American, 3% African-American, 2% Hispanic. 25-50% low-income families.

Opened 1993 • Network • Small Town

Partners: school district, Head Start, Cooperative Educational Service Area #10

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, space

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: Head Start, school district, Title I, federal special ed, state special ed

Additional Evidence of Outcomes: Evaluation by University of Wisconsin

Barbourville Preschool
Head Start
P.O. Box 520, 140 School Street
Barbourville, KY 40906
Kathryn Jones, Principal & Preschool Coordinator
606-546-3144

A preschool and Head Start program on site in an elementary school in an economically depressed community with many highly transient blue-collar workers. Serves 34 children ages 3-12 and their families. Features public pre-K; full-day child care; after-school care; Family Resource Center; joint training for pre-K, Head Start, and early elementary teachers. 96% Caucasian, 3% African-American, 1% Asian. 51-75% low-income families.

Opened 1990 • Center • Small Town

Partners: school district, Head Start, independent school

Role of School: administration, custodial services, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, federal special ed, state special ed

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by University of Kentucky.

Bendle/Carman-Ainsworth
Learning Community
1181 West Scottwood
Flint, MI 48507
Carolyn Rutledge, Coordinator, Community Education/State & Federal Programs
810-591-3600

A family-centered program in an area bordering Flint, which experienced a 40% employment decline in the past decade. Serves 600 children ages 0-8 and their families. Features on-site half- and full-day Head Start and MI School Readiness and public tuition-based preschool (both NAEYC-accredited); full-day child care; after-school care; Even Start; Early Head Start; joint training for pre-K and early elementary teachers. 78% Caucasian, 10% African-American, 9% Native American, 2% Asian, 1% Hispanic. 75%-85% low-income families.

Opened 1991 • Network • Suburban

Partners: school districts, child care centers, higher education institutions, banks, health and human service providers

Role of School: administration, custodial services, transportation, special education services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space, food services

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: Early Head Start, Head Start, Even Start, MI Department of Education

Additional Evidence of Outcomes: A 1999 longitudinal study of 132 students who had participated in Learning Community programs since 1991 revealed that on the 4th grade Michigan Education Assessment Program (MEAP state tests) the mean scores of Learning Community students were higher than other low-income students in the district; students who participated for two years performed on par with other Michigan districts' 4th grade students in all areas of assessments; and students who received services of longer duration and more intensity generally scored higher on the assessment. Even Start evaluation by University of Northern Iowa.

Blackwater Community School
Route 1, Box 95
Coolidge, AZ 85228
Jacquyline Power,
School Principal & Program Supervisor
520-215-5859

An early childhood and family literacy program based in a school on the Puma Indian reservation, where the major employers are the federal government, the tribe, and the local casino. Serves 45 children ages 0-5. Features public pre-K; bilingual classes for children; infant-toddler program; joint training for pre-K and early elementary teachers; 98% Native American, 2% Caucasian, African-American, and Hispanic. 83% low-income families.

Opened 1994 • Center • Rural

Partners: school district, child care centers, family child care, National Center for Family Literacy, Intel, National Science Foundation, High/Scope Educational Foundation, American Indian Science & Engineering Society

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space, food service

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: school/school district, Title I, federal special ed, community tribal funds

Additional Evidence of Outcomes: Evaluation by the Bureau of Indian Affairs.

Bowling Park Elementary School
2861 E. Princess Anne Road
Norfolk, VA 23504
Lorraine Flood, Coordinator,
Comer/Zigler Project
757-441-2045

The first demonstration site for the Comer/Zigler initiative, this program is based in an elementary school in a public-housing community. Serves 750 children ages 0-14 and their families. Features full-day child care; before- and after-school, and summer program; public pre-K; kindergarten, an on-site health clinic; joint training for preschool and early elementary teachers. 100% African-American. About 75% low-income families.

Opened 1992 • Center • Urban

Partners: school district, health and social services, state university, Bush Center in Child Development and Social Policy

Role of School: custodial services, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, PAT, parent support activities, adult education/training, before- and after-school assistant, curriculum planning, program governance, community council

Funding Sources: school district, Title I, federal special ed, parent fees, Goals 2000 Parent Assistance Program, Carnegie Corporation, Barbara Bush Foundation, Tenant Management Corporation, National Adult Literacy Association

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by the Bush Center in Child Development and Social Policy and the State Department of Education and Social Policy.

Braxton County Head Start
411 North Hill Road
Sutton, WV 26601
Paul Armstrong,
County Superintendent
304-765-7101

A full-day preschool and Head Start program on site in six elementary schools in an isolated, sparsely populated rural area where lumber is the largest industry and the Board of Education is the major employer. Serves 1,193 children ages 3-10 and their families. Features full-day child care; after-school care; in-home year-round programming for children with special needs; and public pre-K. 99% Caucasian. 51-75% low-income families.

Opened 1984 • Network • Rural

Partners: school district, Head Start, Braxton Community Coalition

Role of School: administration, custodial services, special services, space

Parent Involvement: special events, fundraising, general program operation, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, federal special ed, Braxton Community Coalition

Additional Evidence of Outcomes: Case study by The Economic and Social Research Institute.

Bright Beginnings
Preschool at Centura
P.O. Box 430
Cairo, NE 68824
Steve Wilson,
Elementary School Principal
308-485-4465

An on-site half-day preschool program in a farming and ranching community. Serves 40 children ages 0-4 and their families. Features two half-day sessions of preschool; an infant/toddler program; joint training for preschool staff and community child care providers. NAEYC accreditation in progress. 93% Caucasian, 3% Hispanic, 2% Asian, 2% Native American. 25-50% low-income families.

Opened 1996 • Center • Rural

Partners: school district, Central Nebraska Community Services-Early Childhood Programs

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, state special ed, parent fees

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation through Center Peer Exchange (Head Start staff visit centers and evaluate each other per year) and Peer Review (staff from other state Head Start centers visit and evaluate agency every three years), and parent surveys twice each year.

Cincinnati Public Schools
P.O. Box 5381
Cincinnati, OH 45201-5381
Debra Bradshaw, Director
513-475-7121

An early childhood program on site in public schools and in community-based settings throughout school district. Serves 2,100 children ages 3-6 and their families. Features public pre-K and Head Start (both NAEYC-accredited); full-day, full-year child care and after-school care. 71% African-American, 26% Caucasian. 64% low-income families.

Opened 1993 • Network • Urban

Partners: city and county school districts, county early intervention collaborative, county board of MRDD, child care programs, Children's Hospital-Cincinnati Center for Developmental Delay, YMCA, United Way

Role of School: administration, transportation, kindergarten transition, curriculum coordination, fiscal agent

Parent Involvement: general program operation, adult education/training, curriculum planning, annual self-assessment, program governance

Funding Sources: state pre-K, Title I, federal special ed, state special ed, child care subsidy, parent fees, Parents as Teachers, state and federal Head Start, Even Start, and local, state and federal grants

Additional Evidence of Outcomes: The Ohio Department of Education is in the process of collecting longitudinal data for accountability and planning purposes and the CPS Evaluation Department is compiling data to help determine program effectiveness.

Caldwell Early Childhood Center
401 Meridian Street
Nashville, TN 37207
Dianne Gilbert, Principal
615-291-6361

A comprehensive early childhood program located in an impoverished inner city public-housing community. Serves 235 children ages 3-5 and their families. Features full-day pre-K and kindergarten; before- and after-school program, including care for infants and toddlers of parents in job training; a Family Resource Center; on-site health and social services. 95% African-American, 5% Caucasian. 100% low-income families.

Opened 1986 • Center • Urban

Partners: school district, child care centers, family child care, bank, health and social services, foundation, community organizations

Role of School: administration, special services, curriculum coordination, professional development

Parent Involvement: special events, fundraising, general program operation, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: school/school district, Title I, Metro Council, Department of Education

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4.

The Family Resource Center at Charter Oak Academy
425 Oakwood Avenue
West Hartford, CT 06110
Deborah Zipkin, Director
860-233-4701

A School of the 21st Century in a community where almost half of the residents are a mix of ethnic minority groups speaking more than a dozen languages. Serves 300 children ages 0-11 and 189 families. Features school-age care and "mini courses"; professional development and training for home child care providers; on-site health and social services. 51% Caucasian, 19% African-American, 19% Hispanic, 11% Asian. 25-50% low-income families.

Opened 1991 •Center • Suburban

Partners: school, Family Resource Center, family child care providers, child care centers, civic and community organizations, human services agencies

Role of School: custodial services, kindergarten transition, professional development, space

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education and training, regular classroom assistant, program governance, community council, advisory council

Funding Sources: Connecticut Department of Education, University of Connecticut, private donations

Additional Evidence of Outcomes: Students perform at a higher level based on improvement in standardized test scores in grades 3 or 4.

C. Ray Williams Early Childhood Center
4737 Etna Road
Whitehall, OH 43213
Shirley Drake, Director
614-417-5680

Part-day and full-day year-round program in a community of low-income working-poor families near metropolitan Columbus. Serves 110 children ages 3-6 and their families. Features full-day child care and after-school care. 74% Caucasian, 20% African-American, 2% Asian, 1% Hispanic. 25-50% low-income families.

Opened 1991 • Center • Urban

Partners: school district, Head Start, Franklin County Department of Human Services

Role of School: administration, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, curriculum planning, program governance, community council, advocacy group

Funding Sources: state pre-K, Head Start, Title I, federal special ed, state special ed, parent fees

Additional Evidence of Outcomes: Evaluation by Ohio Department of Education

Citrus County Collaborative Partnership Project
Citrus County Schools
1007 West Main Street
Inverness, FL 34450
Nancy Haynes/Chris Lewis, CCPS Pre-K-Early Childhood/HS Area Supervisor
352-726-1931 ext 2850

A county-wide partnership delivering a combination of programs on site in schools and at centers or through private child care providers in a rural, agricultural area. Serves 250 children ages 0-5 and their families. Features full-day child care; home- and school-based medical care for children 0-3 with disabilities; public pre-K; Preschool Inter-Agency Council; and joint training for Head Start and preschool staff and child care providers. 91% Caucasian, 5% African-American, 3% Hispanic, 1% Asian. 51-75% low-income families.

Opened 1990 • Network • Rural

Partners: school district, child care centers, family child care, Head Start, private preschools, health and social services

Role of School: administration, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: Head Start, school/school district, Department of Education

City of Albuquerque Child Development Centers
Office of Child Development
2200 University Boulevard, S.E.
Albuquerque, NM 87106
Jorja Armijo Brasher, Manager
505-767-6500

Year-round, extended-day, city-wide preschool located on 10 elementary school campuses and five other sites in a big city with close-knit communities that has recently seen an expansion of jobs in the high-tech sector. Serves 700 children ages 0-5 and their families. Features full-day child care; after-school care; home-based program for infants and toddlers; NAEYC-accredited pre-K and Head Start. 55% Hispanic, 20% Caucasian, 10% African-American, 10% Native American, 5% Asian. 51-75% low-income families.

Opened 1990 • Network • Urban

Partners: school district, Head Start, child care community centers, health and social services, neighborhood associations, vocational institute, zoo, senior citizens, YMCA Resource and Referral, Even Start

Role of School: custodial services, special services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, program planning

Funding Sources: child care subsidy, state grants, City of Albuquerque, City of Albuquerque Early Head Start

Ellen Lurie/PS 5
(A Children's Aid Society Community School)
3707 10th Avenue
New York, NY 10034
Alice Stabiner, Principal
Manny Muñoz, CAS Director
212-567-5787

Full-day, year-round K-5 elementary school as center of holistic approach to meeting needs of families in a community with a large, poor immigrant population lacking English skills. Serves 1,300 children ages 0-12 and their families. Features full-day child care; after-school care; Saturday and summer programs; Head Start; Early Head Start; on-site health and social services. 90% Hispanic/Latino, 8% African-American. More than 75% low-income families.

Opened 1993 • Center • Urban

Partners: school district, Children's Aid Society, Early Head Start, Head Start, social services, Cornell Cooperative Extension, New York Restoration Project, New York Cares, Broadway Theatre Institute, New York City Opera

Role of School: administration, custodial services, special services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: general program operation, home visits, parent support activities, curriculum planning, program governance, adult education and training, community activism

Funding Sources: state, federal, Early Head Start, Head Start, school district, Title I, state special ed, federal special ed, parent fees (for extended-day program and summer camp), Children's Aid Society, federal grant

Additional Evidence of Outcomes: Evaluation by Fordham University.

Concord Heights Neighborhood Family Center
Dame School, 14 Canterbury Road
Concord, NH 03301
Ed Barnwell,
Dame School Principal
603-225-0830

Early childhood program on site in a local public elementary school that supports preschoolers and families from a diverse neighborhood. Serves 100 children ages 0-6 and their families. Features preschool; full-day child care; after-school care; health and social services. 90% Caucasian, 5% African-American, 1% Hispanic. 51-75% low-income families.

Opened 1994 • Center • Urban

Partners: school district, Head Start, Even Start, Child and Family Services of New Hampshire, state university, community agencies, health and social services agencies

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, in-kind funding (including staff time)

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, program governance, advocacy group

Funding Sources: grants from University of NH, local business, United Way, Kiwanis Club, private foundations, minimal family fees, special education tuition, fundraising

Additional Evidence of Outcomes: Evaluation by Child & Family Services administration, program staff and participants.

Covina Elementary School
P.O. Box 269, 160 North Barranca
Covina, CA 91723
Dr. Ronald H. Iannone,
Principal
626-974-4201

A comprehensive program on an elementary school campus in a community 25 miles east of Los Angeles which has experienced a huge influx of Hispanic residents. Serves 100 children ages 0-12 and their families. Features NAEYC-accredited Head Start and pre-K; full-day child care; state-approved extended day care program for 3-year-olds; Even Start program; summer preschool program; a Family Resource Center; and joint training for early childhood program staff and kindergarten teachers. 57% Hispanic, 31% Caucasian, 8% African-American, 2% Asian. More than 75% low-income families.

Opened 1992 • Center • Suburban

Partners: school district, child care centers, family child care, Head Start, community agencies, businesses, organizations

Role of School: administration, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, child care subsidy, parent fees

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Formerly ranked in the bottom quartile of California schools and is now placed near the top of all Covina Valley's 12 elementary schools. Evaluation by Tulleners Research & Consulting, Inc.

Davis County School District Early Childhood Programs
320 South 500 East
Kaysville, UT 84037
Kathy Shaw, Director
801-546-7309 ext.103

A comprehensive early childhood part-day and full-day program on site in 34 public schools in a community where the Air Force Base is the major employer. Serves 1,400 children ages 0-5 and their families. Features public pre-K; Head Start; Early Head Start; full-day, full-year child care; fully inclusive classrooms; and health and social services. 94% Caucasian, 3% Hispanic, 2% Asian, 1% African-American. More than 75% low-income families.

Opened 1994 • Network • Suburban

Partners: school district, child care centers, Head Start, county agencies, United Way

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space, adult education partnerships

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: IDEA Part B preschool funds, federal Head Start, Part C infant/toddler disabilities (state and federal) tuition, parent fees

Douglas County School Even Start Family Literacy Program
P.O. Box 1888
Minden, NV 89423
Dr. Janice Florey,
Project Coordinator
775-782-5160

An early childhood education program with strong family literacy component on an elementary school campus in a community whose low-income residents hold minimum-wage jobs in casinos and restaurants. Serves 105 children ages 0-6 and their families. Features public pre-K; extended-day kindergarten; and child care. 89% Caucasian, 7% Hispanic, 2% Native American, 1% Asian. 25-50% low-income families.

Opened 1994 • Network • Rural

Partners: school district, Head Start, Family Support Council, community college

Role of School: administration, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: home visits, parent support activities, adult education/training

Funding Sources: Title I

Additional Evidence of Outcomes: Evaluation by Dr. David Leitner of Pacific Research Associates in Oregon.

Early Childhood Education Center for the Confederated Tribes of Warm Springs of Oregon
P.O. Box C
Warm Springs, OR 97761
Julie Quaid, Director,
Early Childhood Education Department
541-553-3240

A comprehensive full-day program on an Indian reservation in an area where forest products and tourism are the main income generators and where 50% of families live in public housing. Serves 300 children ages 6 weeks through 12 years and their families. Features full-day child care; after-school care; and extended-day Head Start. 98% Native American. 65% low-income families.

Opened 1992 • Center • Rural

Partners: Confederated Tribes of Warm Springs, school district, Head Start, Indian Health Clinic, Central Oregon Regional Program, Child Care Development Fund

Role of School: transportation, special services, kindergarten transition, trained cooks for summer lunch program

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, curriculum planning, program governance

Funding Sources: Head Start, federal special ed, child care subsidy, parent fees, tribal government

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. No formal evaluation done but federal Head Start and the Department of Education conduct regular compliance visits.

Early Childhood Program of the School District of Greenville County
P.O. Box 2848
Greenville, SC 29602
Rhonda Corley, Director,
Early Childhood Education
864-241-3192

A network of early care and education programs on site in school buildings in the state's largest school district. Serves 1,800 children ages 0-5 and their families. Features public pre-K; full-day child care; after-school care; strong family literacy component; a parent resource center; and health and social services. 62% Caucasian, 28% African-American. 25-50% low-income families.

Opened 1994 • Network • Small Town, Urban, Rural and Suburban

Partners: child development centers, school district, Head Start, Even Start, United Way, Chamber of Commerce, Rotary Club, hospital system

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, community council

Funding Sources: state pre-K, Head Start, school/school district, federal Even Start, state kindergarten, state parenting/family literacy, Success By Six, hospital foundation, Goals 2000

Additional Evidence of Outcomes: Evaluation by the state, the local district, and outside evaluators contracted for special grant programs.

Economic Opportunity Agency of Washington County, Inc. Head Start/ABC
2325 North Gregg Street
Fayetteville, AR 72703
Ivory Conley, Program Director
501-521-5571

Half- and full-day early childhood program at 11 sites in three districts in a public school system area that includes the state university as well as retail, trucking, and chicken processing industries. Serves 376 children ages 0-11 and their families. Features public pre-K; after school care; and NAEYC-accredited Head Start. 80% Caucasian, 10% Hispanic, 10% Native American. 51-75% low-income families.

Opened 1991 • Network • Urban/Rural

Partners: school districts, child care centers, family child care, Head Start, education cooperative

Role of School: administration, custodial services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: state pre-K, Head Start, federal special ed, United Way

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation performed annually by a local team composed of staff, parents, board members and community leaders, as well as every three years by a team at the regional office.

Ezra Carroll Elementary School
1104 East 13th Avenue
Corsicana, TX 75110
Darlene Jackson, Principal/
Director of Day Care Center
903-872-3074

A preschool program on site in an elementary school located between two public housing projects. Serves 650 children ages 4-10 and their families. Features full-day preschool; after-school care; a Safe Haven program sponsored by the YMCA for kindergarten through 4th grade; joint parent/staff training with Head Start; and integrated curriculum for pre-K through 4th grade. 70% African-American, 20% Hispanic, 9% Caucasian, 1% Other. 97% low-income families.

Opened 1993 • Center • Small Town

Partners: school district, Head Start, YMCA

Role of School: administration, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent

Parent Involvement: special events, fundraising, general program operation, parent support activities, adult education/training, program governance

Funding Sources: pre-K, school district, Title I, state special ed, federal special ed, child care subsidies, parent fees

Additional Evidence of Outcomes: Evaluation by Child Care Management Services and Corsicana Independent School District.

Fort Pitt Elementary School
5101Hillcrest Street
Pittsburgh, PA 15224
Dr. Gayle Griffin, Principal
412-665-2020

A revitalized elementary school as cornerstone of an urban community with the highest incidence of infant mortality and one of the highest rates of illiteracy in the city. Serves 700 children ages 0-12 and their families. Features full-day, NAEYC-accredited child care; after-school care; public pre-K; health and social services; multi-year groupings; Vision 21 curriculum reform; and portfolio assessment. 95% African-American, 3% Asian, 2% Caucasian. 95% low-income families.

Opened 1990 • Center • Urban

Partners: school district, child care centers, Head Start, hospitals and other health services, Bank Street College, Carnegie-Mellon University, I Have a Dream Foundation, Community Development Corporation

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, HIPPY, parent support activities, adult education or training, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: state pre-K, Head Start, school/school district, federal special ed, state special ed, grants, state, federal and local taxes

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3, 4 and 5. Evaluation by the Pennsylvania Department of Education, Hand in Hand (Mattel Foundation), Title I federal and state evaluation, State Department of Welfare Licensing

Franklin County Early Childhood Programs
21 Church Street
Swanton, VT 05488
Mark Sustic, Coordinator
802-868-4457

An umbrella organization for a variety of county-wide initiatives and publicly-funded early childhood programs in an agricultural area with many poor and migrant families and a small French-speaking population. Serves 1,000 children ages 0-5 and their families. Features NAEYC-accredited public pre-K; a Laboratory Preschool Project, which includes six preschools as training sites for county's early childhood professionals; and quality enhancement through Preschool Choice Project. 80% Caucasian, 16% Native American, 4% African-American, Asian and Hispanic. 75% low-income families.

Opened 1982 • Network • Rural

Partners: school districts, child care centers, family child care, Head Start, Parent/Child Center, Migrant Education

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent

Parent Involvement: special events, general program operation, home visits, parent support activities, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: Title I, state special ed, Department of Education, Agency of Human Services, local property taxes

Additional Evidence of Outcomes: Evaluation by Jim Squires at the Vermont Department of Education and Jeffrey Teitelbaum at Fletcher Elementary School.

Frederick County Public Schools
115 East Church Street
Frederick, MD 21701
Shari Scher-Ostrow, Early Childhood Specialist & Title I Coordinator
301-694-1347

A half- and full-day program on site in a rural elementary school in an area of tremendous ethnic and socioeconomic diversity. Serves 80 children ages 3-4 and their families. Features public pre-K; special ed pre-K; Head Start; family child care; and Inter-Agency Council. 91% Caucasian, 6% African-American, 2% Hispanic, 2% Asian. Less than 25% low-income families.

Opened 1990 • Network • Suburban, Rural and Urban

Partners: Head Start, school district, family child care, health and human services

Role of School: administration, custodial services, transportation, kindergarten transition, curriculum coordination, professional development, fiscal agent, space

Parent Involvement: special events, general program operation, home visits, parent support activities, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, federal special ed, child care subsidy

Getting to Know Our Children
Box 388, SAD 53
Pittsfield, ME 04967
Debra Hannigan,
Director of Special Services,
Pittsfield Partnership
207-487-5711

An early childhood program on site in an elementary school in a socioeconomically diverse community in central Maine where downsizing in local mills and factories has left many vulnerable. Serves 20 children ages 3-5 and their families. Features NAEYC-accredited public pre-K, half-day Head Start and kindergarten; and health and social services. 99% Caucasian, .5% African-American, .5% Hispanic. 60% low-income families.

Opened 1995 • Network • Rural

Partners: school district, Head Start, Child Development Services

Role of School: administration, custodial services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, general program operation, home visits, adult education/training

Funding Sources: Head Start, school/school district, federal special ed

Additional Evidence of Outcomes: Evaluation by the state Department of Education.

Head Start/Patterson Elementary School
450 Jenks Avenue
Panama City, FL 32401
Linward Barnes, Principal
850-872-4675

An early childhood program on site in an elementary school in a town supported by tourism, manufacturing, and Air Force and Navy Bases. Serves 60 children ages 4-5 and their families. Features NAEYC-accredited public pre-K; kindergarten; and joint training for Head Start and pre-K staff. 66% African-American, 33% Caucasian, 1% Asian. 90% low-income families.

Opened 1995 • Center • Small Town and Urban

Partners: school/school district, child care centers, Head Start

Role of School: custodial services, transportation, kindergarten transition, curriculum coordination, professional development, funding, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, community council, advocacy group

Funding Sources: Head Start, school/school district, Title I, state special ed

JCCEO Head Start – Birmingham Public Schools Collaboration
300 8th Avenue, West
Birmingham, AL 35204
Gayle Cunningham,
Executive Director
205-327-7550

Full-day NAEYC-accredited Head Start program in four centers and on site in 26 public schools in five school districts as foundation of integrated, continuous curriculum for three- to eight-year-olds. Serves 1,200 children and their families. Features Early Head Start program; full-day care at center sites; health and social services; and joint training for Head Start and early elementary school teachers. 92% African-American, 8% Caucasian. More than 95% low-income families.

Opened 1989 • Network • Urban

Partners: Head Start, school districts, city and county governments, health and social service agencies

Role of School: administration, custodial services, disabilities services, kindergarten transition, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance

Funding Sources: Head Start, school/school district, federal special ed, child care subsidy

Additional Evidence of Outcomes: Evaluation by Georgia State University, Martha Abott Shimm, through the Head-Start-Public School Demonstration Transition Project and the Georgia State Research Center on Head Start Quality.

Independence School District #30
UMKC Truman Campus,
600 West Mechanic, Rm 26
Independence, MO 64050
Dr. David Rock, Superintendent
816-521-2880

District-wide collaboration based on 21st Century School Model incorporating preschool, Head Start, and child care on site in all of the district's 13 elementary schools. Serves over 800 children ages 0-12 and their families. Features full-day public pre-K; full-day child care; infant-toddler program; health and social services; and joint training of preschool and elementary school staff and independent child care providers. 92% Caucasian, 5% Asian, 2% African-American, 1% Hispanic. 31% low-income families.

Opened 1988 • Network • Suburban

Partners: school district, child care centers, Head Start, health and social service agencies, civic clubs, local churches, foundation

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant

Funding Sources: state pre-K, Head Start, Title I, federal special ed, state special ed, child care subsidy, parent fees, foundations, civic clubs, United Way, health and social service agencies

Additional Evidence of Outcomes: Students perform at a higher level based on improvement in standardized test scores administered in grades 3 and 4 (1993 vs 1998 results). Evaluation by the Bush Center in Child Development and Social Policy.

James E. Biggs Early Childhood Education Center
1124 Scott Boulevard
Covington, KY 41011
Diane Roketenetz, Director
606-292-5895

A comprehensive program co-managed by the school district and a local non-profit child care agency in a community with growing development of river-front tourist facilities. Serves 370 children ages 3-4 and their families. Features public pre-K; home-based program for 3-year-olds; NAEYC-accredited half-day preschool program for 4-year-olds; infant-toddler care on site for parents who are students; Family Resource Center; and health and social services. 70% Caucasian, 25% African-American, 2% Hispanic/Latino. 80% low-income families.

Opened 1990 • Center • Urban

Partners: school district, child care centers, non-profit child care agency, local hospitals, universities and college, senior center, health and social service agencies, local business

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training, classroom assistant, program governance, community council

Funding Sources: state pre-K, school/school district, state special ed, federal special ed, KERA preschool, Title I, business grants, foundation grants

Additional Evidence of Outcomes: More children ready for school based on sustained effects study utilizing national survey of kindergarten teachers on indicators. On average, 3-year old participants outscored non-participants by almost 34% in nearly every category. University of Cincinnati evaluation of parent-child interaction showed improved communication and understanding due to program.

Jersey City Public Schools
346 Claremont Avenue
Jersey City, NJ 07305
Patricia Noonan,
Early Childhood Supervisor
201-915-6078

A comprehensive early childhood program as foundation of integrated, continuous curriculum for three- to eight-year-olds on site in elementary schools and at the city's largest housing development in former industrial city with great diversity. Serves 7,500 children and their families. Features public pre-K; full-day child care; before- and after-school care; and health and social services. 40% African-American, 38% Hispanic, 12% Asian, 9% Caucasian. More than 75% low-income families.

Opened 1989 • Network • Urban

Partners: school district, child care centers, Head Start, Horizon Health Center

Role of School: administration, special services, kindergarten transition, professional development, funding, fiscal agent

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training, regular classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, federal special ed, state special ed, parent fees, child care subsidy, Even Start

Additional Evidence of Outcomes: Students perform at a higher level based on improvement in standardized test scores in grades 3 or 4. Evaluation by Harvard Family Research Program.

Kern County Superintendent of Schools/Claude W. Richardson Child Development Center
1300 17th Street
Bakersfield, CA 93301
Wendy Wayne, Administrator,
Child Development & Family Services
661-861-5213

A county-wide collaboration of diverse programs in a variety of early childhood settings in an area with high unemployment and illiteracy rate, a large population of migrant families, and an economy based on agriculture and oil. Serves 5,100 children ages 0-6 and their families. Features Head Start; public pre-K; state full-day child care program; after-school care; and health and social services. 43% Hispanic, 32% Caucasian, 22% African-American, 2% Asian, 1% Native American. Less than 25% low-income families.

Opened 1992 • Network • Urban and Rural

Partners: Kern County Superintendent of Schools, Healthy Start, Southeast Neighborhood Partnership, Kern County Network for Children, Clinica Sierra Vista/East Bakersfield Community Health Center, Kern County Department of Human Services, Department of Mental Health, Community Connection for Child Care, Henrietta Weill Memorial Child Guidance Clinic, Bessie Owens Elementary School, Child Abuse Prevention Council/Haven Counseling Center, Alliance Against Family Violence, Housing Authority of Kern County, Golden Empire Gleaners, Health Department, Kern Regional Center, Mercy Learning Center

Role of School: administration, transportation, special services, building and grounds maintenance

Parent Involvement: special events, fundraising, program operation, parent support activities

Funding Sources: school district, federal special ed, federal child development, Family Preservation and Support Program (FPSP), Healthy Start, Department of Education, parent fees, in-kind support services from partner agencies, local donations

Additional Evidence of Outcomes: Evaluation of SENP by Transforming Local Communities, a Bakersfield agency hired by the Kern County Network for Children. Healthy Start is evaluated annually, last by Lodestar Management/Research, Inc.

King Urban Life Center
938 Genesee Street
Buffalo, NY 14211
Claity Massey, Director of
Education Programs
716-895-2050

A holistic early childhood program affiliated with the elementary school and lodged in a landmark church building in a poverty-stricken urban community. (This a School of the 21st Century Model.) Serves 100 children ages 0-8 and their families. Features public pre-K; full-day child care; and after-school care. 70% African-American, 29% Caucasian, 1% Hispanic. 97% low-income families.

Opened 1993 • Center • Urban

Partners: school district, child care centers, family child care, toy company

Role of School: administration, transportation, special services, funding

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, curriculum planning, community council

Funding Sources: school/school district, Fisher Price, NYNEX, local foundations

Additional Evidence of Outcomes: Evaluation, still in process, by the Bush Center in Child Development and Social Policy.

La Causa Child Care Center
809 West Greenfield Avenue
Milwaukee, WI 53204
David Espinoza,
Executive Director
414-647-5960

Center-based program managed by the school district with a local non-profit agency in a poor Hispanic community with many high-risk families. Serves 512 children ages 0-12 and their families. Features NAEYC-accredited public pre-K and kindergarten; full-day child care; after-school care; Crisis Nursery; respite care for special needs children; and a Family Resource Center. 75% Hispanic, 12% African-American, 8% Caucasian, 3% Native American, 2% Asian. More than 75% low-income families.

Opened 1987 • Center • Urban

Partners: Milwaukee Public Schools, Head Start, State of Wisconsin, Milwaukee County, City of Milwaukee, child care centers, foundations

Role of School: transportation, special services, wrap-around child care services with academic education

Parent Involvement: special events, general program operation, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, government, foundation

Laulima Center/Likelike Elementary School
1618 Palama Street
Honolulu, HI 96817
Solomon Kaulukukui, Jr., Principal
808-832-3370

Half-day program in elementary school in an inner city community with highly transient population living in government-subsidized multiple-family dwellings. Serves 40 children ages 3-4 and their families. Features Head Start; strong family literacy component; and special education preschool. 97% Asian, 2% Caucasian, 1% Hispanic. More than 75% low-income families.

Opened 1993 • Center • Urban

Partners: school district, Head Start, health clinic, adult school, senior volunteers, Governor's Council on Literacy, University of Hawaii

Role of School: administration, space, staff

Parent Involvement: special events, fundraising, general program operation, parent support activities, adult education/training, classroom assistant, community council

Funding Sources: Head Start, Title VII, University of Hawaii grant, Hawaii Community Foundation

Additional Evidence of Outcomes: Evaluation by the University of Hawaii.

Lee County Families First
P.O. Box 1053
Tupelo, MS 38802
Dr. Cathy Grace, Director
601-844-0013

A collaboration between Head Start and the school district headquartered in the Family Resource Center in the county seat, an area with a strong industrial base experiencing an influx of middle-income families. Serves 880 children ages 0-12 and their families. Features public pre-K; after-school program; respite care program; joint training for Head Start, kindergarten teachers and child care providers. 68% Caucasian, 31% African-American. 50% low-income families.

Opened 1992 • Network • Small Town and Rural

Partners: city and county school systems, Head Start, City of Tupelo, United Way of Northeast Mississippi, health and social service agencies, local churches, CREATE Foundation, Phil Hardin Foundation, Stubbs Family Trust, BellSouth Foundation, March of Dimes, state university and community college, housing authority, The Mississippi Department of Human Services

Role of School: custodial services, transportation, special services, kindergarten transition activities, funding, space

Parent Involvement: parent support activities, advocacy group, classroom volunteer readers

Funding Sources: Head Start, school district, Department of Human Services, BellSouth, CREATE Foundation

Additional Evidence of Outcomes: Evaluation by Jackson State University and SERVEing Young Children.

Lemon Grove Elementary School District
8025 Lincoln Avenue
Lemon Grove, CA 91945
Margaret M. Ikezaki, Early Childhood Education Coordinator
619-668-4121

An early care and education program in a community located on the outskirts of San Diego which recently has seen an influx of Middle Eastern families. Serves 350 children ages 0-5 and their families. Features home-based Even Start program; public pre-K; special services for preschoolers; strong family literacy component; and a Parent-Child Center. 39% Caucasian, 28% Hispanic, 23% African-American, 9% Asian. 51-75% low-income families.

Opened 1993 • Network • Suburban

Partners: school district, family child care, Head Start

Role of School: administration, custodial services, special services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, school/school district, Title I

Additional Evidence of Outcomes: Evaluation by California Department of Education Child Development Programs.

Little Singer Community School
P.O. Box 310
Winslow, AZ 86004
Dr. Mark Sorenson,
Executive Director
520-526-2068

A comprehensive program based on the Family and Child Education (FACE) model located in a charter school on a Navajo Indian reservation where majority of tribe members are engaged in low-level low-wage jobs. Serves 200 children ages 0-5 and their families. Features full-day preschool; child care; and health and social services. 99% Native American, 1% Caucasian. More than 75% low-income families.

Opened 1992 • Center • Rural

Partners: school district, family child care, Head Start, North Central Association for Colleges and Schools

Role of School: administration, custodial services, transportation, special services, curriculum coordination, professional development, fiscal agent, space

Parent Involvement: general program operation, PAT, parent support activities, adult education/training, curriculum planning, advocacy group, paid school-based work projects

Funding Sources: Title I, federal special ed, Bureau of Indian Affairs, Annenberg rural challenge grant

Additional Evidence of Outcomes: Evaluation by Bureau of Indian Affairs.

Manson School District
312 Quetilquason Street, P.O. Box A
Manson, WA 98831
Jan Morehead-Cline, Director,
State & Federal Programs
607-687-3140

A preschool program on site in public schools in two school districts in an agricultural community with many migrant workers, low literacy, and a growing number of bilingual families. Serves 120 children ages 2-4 and their families. Features four-day half-day state preschool; full-day child care; and after-school care. 56% Hispanic, 44% Caucasian. More than 75% low-income families.

Opened 1989 • Network • Rural

Partners: school districts, Chelan-Douglas Public Health, Readiness-to-Learn

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training,curriculum planning, program governance

Funding Sources: state pre-K, school/school district, Title I, federal special ed, state special ed, child care subsidy

Additional Evidence of Outcomes: Evaluation by Western Washington University and the WA State Commission on Trade and Economic Development.

Mary Harrison Elementary School
321 Southeast 3rd Street
Toledo, OR 97391
Jeanne St. John, Principal
541-336-2541

A program on site in an elementary school in a small central Oregon coast community that has experienced the loss of its fishing and logging industries. Serves 270 children ages 4-8 and their families. Features half-day Head Start program; multi-age inclusive classrooms from kindergarten through grade 2; health and social services; portfolio assessments; and efforts to involve independent child care providers in school life and activities. 95% Caucasian, 5% Native American. 51-75% low-income families.

Opened 1992 • Center • Small town

Partners: school district, Head Start

Role of School: kindergarten transition, professional development, space

Parent Involvement: special events, general program operation, parent support activities, program planning

Funding Sources: Head Start, school/school district, Title I, federal special ed, Department of Education

Additional Evidence of Outcomes: Evaluation by the school district.

Mesa Valley 51 School District
2115 Grand Avenue
Grand Junction, CO 81501
Kathy Glover, Coordinator,
Early Childhood Services
970-243-5236

Preschool programs in a variety of settings, including churches, child care centers, and 21 elementary schools, in a large community that has recently experienced rapid population growth. Serves 550 children ages 3-5 and their families. Features NAEYC-accredited public pre-K; a Family Resource Center; and bilingual staff. 86% Caucasian, 12% Hispanic. 51-75% low-income families.

Opened 1986 • Network • Urban and Rural

Partners: school district, child care centers, family child care providers, Head Start

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, general program volunteer, home visits, parent support activities, classroom assistant, curriculum planning, program governance, community council, advocacy group

Funding Sources: state pre-K, school/school district, Title I, federal special ed, state special ed

Additional Evidence of Outcomes:
Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by the Colorado Department of Education in first five years.

Mississippi County Head Start/ Wilson Child Development Center
22 Adams
Wilson, AR 72395
Shirley Scott, Executive Director
870-532-2348

An early childhood program located in a Center a block away from school in a close-knit rural community where half of residents live in public housing. Serves 760 children ages 3-5 and their families. Features full-day combined NAEYC-accredited preschool and Head Start; full-day child care; after-school care; and health and social services. 65% Caucasian, 39% African-American, 1% Hispanic. More than 75% low-income families.

Opened 1992 • Center • Rural

Partners: school district, Head Start

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, curriculum planning, program governance

Funding Sources: state pre-K, Head Start, school/school district

Monogalia County School District/ Head Start
1433 Dorsey Avenue
Morgantown, WV 26505
Cheryl Wienke, Program Coordinator
304-291-9330

An early childhood program on site in seven elementary schools in a rural community where most of the coal mines are closing and the University of West Virginia is the major employer. Serves 208 children ages 0-4 and their families. Features half-day Head Start; Early Head Start; and family resource centers. Program expansion to include full-day child care is underway. 98% Caucasian, 1% African-American, 1% Asian. 51-75% low-income families.

Opened 1995 • Network • Small Town and Rural

Partners: school district, Head Start, Valley Health Center, Family Resource Network

Role of School: administration, custodial services, special services, curriculum coordination, professional development, space

Parent Involvement: special events, general program operation, home visits, parent support activities, adult education/training, program governance, community council

Funding Sources: Head Start, school/school district, Title I, federal special ed, state special ed

Additional Evidence of Outcomes:
Evaluation by the Appalachian Educational Laboratory and the University of West Virginia.

New Horizons Day Care Center, Inc.
HC 71, Box 158
208 Killian Street
Mountain View, AR 72560
Otis Preslar, Director
870-269-2224

A preschool program in an isolated, poor Ozarks community with a rising retirement rate that had no child care center. Serves 39 children ages 0-5 and their families. Features full-day child care; an infant-and-toddler program; and screening for health and learning disabilities. 95% Caucasian, 3% Hispanic, 2% African-American. 51-75% low-income families.

Opened 1993 • Center • Small Town

Partners: Mountain View School kindergarten, City of Mountain View, Ozarka College, University of Arkansas Cooperative Extension Service, Stone County Department of Human Services, Stone County TEA Coalition, Stone County Master Gardeners, Stone County Health Planning Committee

Role of School: administration, special services, kindergarten transition, curriculum coordination, funding, space

Parent Involvement: special events, general program operation, parent support activities, adult education/training, curriculum planning, program governance, community council

Funding Sources: state early childhood department, state child care subsidy, City of Mountain View, school district, parent fees

Additional Evidence of Outcomes: Evaluation by the Early Childhood Department of Arkansas State University

Ninth District Opportunity, Inc.
P.O. Box Drawer L
Gainesville, GA 30503
Patsy Thomas,
Head Start/Pre-K Director
770-532-3191

Comprehensive program in 22 school districts encompassing rural and urban areas, including Atlanta. Serves 4,000 children ages 3-4. Features full-day NAEYC-accredited state pre-K and Head Start; full-day child care; after-school care; health and social services; and joint training for private providers, public early childhood teachers and elementary school staff. 50% Caucasian, 25% African-American, 25% Hispanic. More than 75% low-income families.

Opened 1969 • Network • Urban and Rural

Partners: school districts, child care centers, Georgia pre-K program, Georgia Child Care Council

Role of School: custodial services, transportation, special services, kindergarten transition, space

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, child care subsidy

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in first grade. Evaluation by Georgia State University and the school district.

Northern Kane County Community Planning Group/ deLacey Family Education Center
1470 Kings Road
Carpentersville, IL 60010
Sharon Winkelman,
District Education Facilitator
847-426-1201

A comprehensive program in a fast-growing community that has a wide socioeconomic range and increasing numbers of Spanish-speaking families. Serves 700 children ages 0-8 and their families. Features NAEYC-accredited public pre-K; Head Start; kindergarten; full-day child care; after-school care; and health and social services. 54% Hispanic, 33% Caucasian, 12% African-American, 1% Asian. 51-75% low-income families.

Opened 1991 • Center • Suburban and Urban

Partners: school districts, child care centers, Head Start, community agencies, businesses, civic groups and local governing bodies

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space, training and facilitation

Parent Involvement: special events, fundraising, general program operation, home visits, parent support activities, adult education/training, classroom assistant, curriculum planning, program governance, community councils and advocacy groups, school improvement team membership

Funding Sources: state pre-K, Head Start, school/school district, Title I, federal special ed, state special ed, Even Start, Danforth Foundation/Project Success, Title VII, Safe and Drug Free Schools and Communities, Panasonic, Health and Human Services, Governor's Office

Additional Evidence of Outcomes: Evaluation by the University of Alabama, University of Illinois, and OER Associates.

Olean Family Connections
c/o Cattaraugus & Wyoming Counties
Project Head Start
101 South 19th Street
Olean, NY 14760
Ira Katzenstein, Director
716-373-2447

An early care and education program located on site in two elementary schools in a small city in western New York state which is the retail hub and center for social services in this rural area. Serves 75 children ages 0-8 and their families. Features public pre-K, Head Start; kindergarten; full-day child care; after-school care; and strong family literacy component. Expanded in 1998 to include universal pre-K. 95% Caucasian, 3% African-American, 2% Hispanic. 51-75% low-income families.

Opened 1997 • Center • Rural

Partners: school district, Cattaraugus & Wyoming Counties Project Head Start, Children's Learning Center, Cattaraugus County Department of Social Services

Role of School: administration, custodial services, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, program governance, community council

Funding Sources: Head Start, school/school district, Title I, federal special ed, child care subsidy, federal Even Start, USDA mean money, Work Now grants, Employment Prep, Education, EDGE, Community Schools

Additional Evidence of Outcomes: Evaluation by Dr. Carl Wagner, formerly of St. Bonaventure University

Partners Promoting Success
Prince George's Public School
8910 Riggs Road
Adelphi, MD 20783
Dorothy Giersch
301-408-5513

A comprehensive early childhood complex established in a renovated high school and convent in a largely non-English speaking community. Serves 157 children ages 0-8 and their families. Features half-day public pre-K, Head Start; kindergarten; a child care center with extended-day and vacation programs; a Family Support Center; health services; and a Professional Development Center. 70% Hispanic, 25% African-American, 5% Caucasian. More than 75% low-income families.

Opened 1993 • Center • Urban

Partners: school district, Cool Spring Child Care, ESOL-Language Minority Program, Head Start, Even Start, Family Support Center, Governor's Well Mobile, Healthy Families, International Student Guidance Office, University of Maryland Professional Development School, Central Preschool Screening Assessment Team

Role of School: administration, custodial services, transportation, special services, kindergarten transition, professional development, funding, space

Parent Involvement: special events, fundraising, general program operation, PAT/HIPPY, home visits, parent support activities, adult education/training, program planning, program governance

Funding Sources: state pre-K, Head Start, school/school district, Title I, child care subsidy, Freddy Mac Foundation

Additional Evidence of Outcomes: Partner agencies evaluate their own individual programs.

Petal Parenting Center/
Petal School District
617 South Main Street
Petal, MS 39465
Nadine Coleman, Director
601-584-4704

An early childhood program housed on campus in a building purchased by the district, in a community 60 miles off the Gulf Coast. Serves 72 children ages 3-5 and their families. Features NAEYC-accredited Head Start; after-school care; a Community Resource Center; and joint training for community-based child care providers. 93% Caucasian, 6% African-American. 51-75% low-income families.

Opened 1993 • Center • Rural

Partners: school district, child care centers, family child care, Head Start, civic clubs, community colleges, university

Role of School: administration, custodial services, special services, kindergarten transition, professional development, funding, fiscal agent, space

Parent Involvement: special events, general program volunteer, PAT, parent support activities, strategic planning and program governance

Funding Sources: foundation, school district, Title I

Additional Evidence of Outcomes: For the past three years, the district has maintained a level 5 accreditation rating from the MS Department of Education, the highest rating the state grants. NAEYC and Head Start conduct evaluations. The University of Southern Mississippi will be tracking children in the Parents as Teachers program as they enter school.

Play School Day Care Center, Inc.
415 School Street
Weiner, AR 72479
Terrie Senteney, Administrator
870-684-7393

An early childhood program on school campus in a rural area that had no child care and has a large migratory labor population. Serves 105 children ages 6 weeks-12 and their families. Features public pre-K; full-day child care; before- and after-school care; infant-and-toddler program; extensive health and social services; and joint training of center teachers and Head Start staff. 72% Caucasian, 16% African-American, 10% Hispanic, 1% Native American, 1% Other. 50% low-income families.

Opened 1983 • Center • Rural

Partners: school district, Head Start, Department of Human Services, Division of Early Childhood, Arkansas State University, Early Intervention, Teachers Cooperative, JTPA, Child Nutrition Food Program, Transitional Employment Assistance (TEA) Coalition-Poinsett County, Health Department

Role of School: space, transportation, special services, kindergarten transition

Parent Involvement: special events, fundraising, general program volunteer, home visits, parent support activities, adult education/training, classroom assistant, program planning, program governance, community council

Funding Sources: ABC-state pre-K, specialized contracts-state, welfare reform-TEA, vouchers, private pay, community donations

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by AR Early Childhood Commission Child Services/Arkansas State University.

Pleasantville Public Schools
115 West Decatur Avenue
Pleasantville, NJ 08232
Linda Dold-Collins,
Director of Funded Programs
609-383-6835

An early childhood program on site in four elementary schools in a small town bordering Atlantic City, part of the casino industry's suburban sprawl. Serves 250 children ages 3-8 and their families. Features full-day public pre-K; full-day child care; district-run before- and after-school care; continuous curriculum for three to eight-year-olds; and staff development for pre-K and primary grade teachers. 75% African-American, 20% Hispanic, 3% Caucasian, 2% Asian. 51-75% low-income families.

Opened 1992 • Network • Urban

Partners: school district, Head Start

Role of School: custodial services, kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, general program volunteer, parent support activities, adult education/training

Funding Sources: state pre-K, Head Start, school/school district

Additional Evidence of Outcomes: Spring 1998 test results showed state test standards at grade 4 were met in reading, language and mathematics for the first time in several years. Evaluation by Management and Evaluation Associates, Inc.

Project Connect
Hyman Fine Elementary School
Attleboro, MA 02703
Lynn Schweinshaut,
Early Childhood Coordinator
508-223-3244

A collaboration that uses education funding to fill gaps in supply and enhance quality for early childhood programs in a former mill town. Serves 525 children ages 0-5 and their families. Features NAEYC-accredited full-day public pre-K and child care; NAEYC-accredited Head Start, and kindergarten; after-school program; and join staff training for pre-K and elementary teachers. 87% Caucasian, 6% Asian, 5% Hispanic, 2% African-American. 25-50% low-income families.

Opened 1988 • Network • Urban

Partners: school district, child care centers, family child care providers, Head Start, private-sector directors, advisory council, team of consultants, social service agencies

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program volunteer, PAT, home visits, parent support activities, adult education/training, program governance, community council, advocacy group

Funding Sources: state pre-K, federal special ed, parent fees, private foundations

Additional Evidence of Outcomes: Currently collecting data to determine whether students perform at higher levels as a result of the partnership. Evaluation by the Tufts University Quality Improvement Project.

Ramah Navajo Family and Child Education (FACE) Program
Box 160
Pine Hill, NM 87357
Yin-May Lee, Coordinator
505-775-3253

Inter-generational family education program located on a Navajo Reservation, an isolated rural community in west-central New Mexico. Serves 62 children ages 0-5 and their families. Features full-day preschool; continuous curriculum through third grade based on High/Scope developmental active-learning approach; joint training and coordination of activities with Head Start; and strong focus on Navajo language and culture. 100% Native American. More than 75% low-income families.

Opened 1995 • Center • Rural Reservation

Partners: Indian community school, Bureau of Indian Affairs, Office of Indian Education Programs, Ramah Navajo Childcare Center, Ramah Navajo Head Start, Pine Hill Special Education, Title I, Food Services and Early Intervention Programs, Pine Hill Clinic, Ramah Navajo Social Services, JTPA, Behavioral Health, PAT National Training Center, NCFL, High/Scope Educational Foundation, University of New Mexico, New Mexico State University, Diné College, Crownpoint Institute of Technology

Role of School: administration, funding, professional development, space

Parent Involvement: special events, fundraising, general program volunteer, PAT, parent support activities, adult education/training, classroom assistant, program planning, program governance

Funding Sources: special Congressional allocation from the Office of Indian Education Programs, Bureau of Indian Affairs, annual award for the FACE Program, Head Start, various private, state and federal Indian education sources

Additional Evidence of Outcomes: Evaluation conducted annually by Office of Indian Education Programs-Bureau of Indian Affairs, Parents as Teachers National Center, National Center for Family Literacy, High/Scope Foundation Educational Foundation and the North Central Accreditation Association for the Pine Hill School.

Rochester Preschool – Parent Program
198 Bronson Avenue, Room 27
Rochester, NY 14611
Mary Temple, Project Supervisor
716-328-3360

City school district early childhood program with 32 groups in various locations, including 18 elementary schools, Family Resource Center, and a church. Serves 600 children ages 3-4 and their families. Features half-day public pre-K and joint training for Head Start and child care center staff. 60% African-American, 20% Caucasian, 18% Hispanic, 2% Asian and Native American. More than 75% low-income families.

Opened 1979 • Network • Urban

Partners: school district, YMCA, County Health Department, Resource Centers, mental health services, neighborhood organizations, outreach programs to parents of infants

Role of School: administration, custodial services, special services, kindergarten transition, professional development, funding, fiscal agent, staff development, space

Parent Involvement: general program operation, PAT, home visits, parent support activities, adult education/training, classroom assistant, program planning, program governance, community council

Funding Sources: state pre-K, school/school district, United Way, legislative grants, community organizations, Title I

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 and 4. Evaluation by Primary Mental Health Project (connected with the University of Rochester) and the Rochester Early Childhood Assessment Partnership.

Rogers Magnet School
83 Lockwood Avenue
Stamford, CT 06902
Dr. Lynda Hautala, Principal
203-977-4560

A comprehensive, community-based program on site in elementary school in a densely-populated area with wide socioeconomic range and 17 nationalities. Serves 300 children ages 3-11 and their families. This model for Schools of the 21st Century features full-day public pre-K; integrated curriculum for pre-K through second grade; full-day child care; after-school care; school-age child care during summer and holidays; Family Resource Center; and support and training for family child care providers. 43% low-income families.

Opened 1993 • Center • Urban

Partners: school district, child care centers, family child care providers, community organization

Role of School: staff

Parent Involvement: special events, fundraising, parent support activities, computer training, grade level activities, general program operation

Funding Sources: state pre-K, parent fees, Clairol/Bristol Meyers, Michael Bolton, River Foundation, United Way, Save the Children, local community

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Connecticut mastery tests indicate improvement in reading and writing, and that students exceeded the district mean gain in writing skills in 1996. Evaluation by the Department of Education.

Silver Spring Neighborhood Center
5460 North 64th Street
Milwaukee, WI 53218
Sharon Kochel,
Day Care Director
414-463-7950

An early childhood program managed by the school district and the community center in the state's largest housing development in northwestern Milwaukee. Serves 1,960 children ages 6 weeks-12 years and their families. Features half-day and full-day kindergarten; full-day child care; before- and after-school program; full-day summer program; and a Neighborhood Center. 86% African-American, 5% Caucasian, 2% Hispanic, 2% Native American, 1% Asian. More than 75% low-income families.

Opened 1987 • Center • Urban

Partners: school district, child care centers, nursing center, University of Wisconsin-Milwaukee, United Way

Role of School: administration, special services, professional development

Parent Involvement: general program volunteer, parent support activities, adult education/training

Funding Sources: state pre-K, child care subsidy, parent fees, United Way, USDA subsidy

Additional Evidence of Outcomes: Evaluation by the state in the first five years.

South Bay Union Elementary District's Very Important Preschoolers (VIP) Village
1001 Fern Avenue
Imperial Beach, CA 91932
Katy Roberson, Program Director
619-575-5980

An early childhood program on a site created by the school district solely for preschoolers in southwestern border city. Serves 525 children ages 3-5 and their families. Features full-day child care; after-school care; a Family Resource Center providing health and social services; and a continuous curriculum from preschool through early elementary grades. 64% Hispanic, 18% Caucasian, 11% Asian, 6% African-American. 73% low-income families.

Opened 1986 • Center • Suburban

Partners: school district, community clinic, local organizations and civic clubs, community college, state university, child development agencies, San Diego County Office of Education, Reachout to Families Center

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program volunteer, home visits, parent support activities, adult education/training, classroom assistant, program planning, program evaluation and governance, parent/bilingual advisory committees

Funding Sources: state pre-K, school/school district, Title I, federal special ed, state special ed, Title VII

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades K - 6. Evaluation by the CA Department of Education, district evaluator, and independent evaluator.

Success by Six
School Administrative Unit 23
Municipal Bldg., 35 South Court Street
Woodsville, NH 03785
Linda Nelson, Superintendent
603-787-2113

An early childhood program located in a portable unit on elementary school campus in a poor, rural area bordering Vermont. Serves 50 children ages 3-5 and their families. Features public pre-K; home visits for families with special needs children; efforts toward integration of pre-K and elementary curriculum; very involved School Board and business community. 25-50% low-income families.

Opened 1996 • Center • Rural

Partners: school district, child care centers, Head Start, community resource consortium, hospital

Role of School: space, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, space

Parent Involvement: special events, fundraising, general program volunteer, parent support activities, adult education/training

Funding Sources: Head Start, Title I, school/school district, United Way, business community

Additional Evidence of Outcomes: Evaluation by the school district.

The Center, Lake County School District
315 West 6th Street
Leadville, CO 80461
Kathleen Carothers, Principal
719-486-6920

A full-service early childhood center lodged in a renovated school building in a former mining town with low-wage seasonal jobs connected to the ski resorts. Serves 350 children ages 0-12 and their families. Features public pre-K; three public school kindergarten classes; full-day child care; infant-toddler program; after-school care; home visits; developmentally appropriate practice in primary grade curriculum; kindergarten transition activities; collaboration between pre-K and elementary staff; and a Family Resource Center. 55% Caucasian, 45% Hispanic. 51-75% low-income families.

Opened 1988 • Center • Rural and Small Town

Partners: school district, child care centers, family child care, Head Start

Role of School: administration, transportation, special services, kindergarten transition, curriculum coordination, professional development, fiscal agent, space

Parent Involvement: special events, general program volunteer, home visits, parent support activities, adult education/training, program governance, community council

Funding Sources: state pre-K, Head Start, Colorado foundations, parent fees, child care subsidy

Additional Evidence of Outcomes: Selected by Yale University's Bush Center in Child Development and Social Policy as "School of the 21st Century" demonstration site in 1996 and 1998. Evaluations by Harvard University, University of Rhode Island and Yale.

Thomasville City Schools
400 Turner Street
Thomasville, NC 27360
Daniel Cockman,
District Superintendent
336-474-4205

A center-based early childhood program located on an elementary school campus in a community with a large number of blue-collar workers employed mainly by furniture manufacturing companies. Serves 200 children ages 3-4 and their families. Features public pre-K; full-day child care; after-school program; joint training of Head Start and early elementary staff; and an interagency council. 51% African-American, 47% Caucasian, 2% Hispanic. 51-75% low-income families.

Opened 1992 • Center • Urban

Partners: school district, Head Start, Davidson County Community College Professional Development

Role of School: kindergarten transition, curriculum coordination, professional development, space

Parent Involvement: special events, general program operation, PAT, home visits, adult education/training, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I, federal special ed, state special ed

Additional Evidence of Outcomes: Students perform at a higher level based on improved standardized test scores in grades 3 or 4. Evaluation by the Department of Public Instruction at the Southern Association of Schools and Colleges.

Tulsa Children's Coalition Community Action Project of Tulsa County
717 S. Houston, Ste 200,
Tulsa, OK 74127
Sally Eads, Director of
Developmental Services
918-382-3222

A comprehensive program on site in ten elementary schools in a community of tract and public housing and trailer parks. Serves 100 children directly but reaches 1,200 ages 0-11 and their families. Features public pre-K; full-day Head Start; extended-day child care; after-school care; infant-toddler program; and joint training of Head Start and elementary school staff. 30% Caucasian, 30% African-American, 25% Hispanic, 10% Native American, 5% Asian. More than 75% low-income families.

Opened 1991 • Network • Urban

Partners: Tulsa Public Schools, child care centers, family home care providers, Head Start, Family and Children's Services, Parent Child Center, Child Care Resource Center, various agencies that provide comprehensive wrap-around services to the families

Role of School: administration, custodial services, transportation, special services, kindergarten transition, professional development, funding, space

Parent Involvement: special events, fundraising, general program volunteer, parent education classes, parental support groups, program governance

Funding Sources: Office of Child Care, Oklahoma Department of Commerce, child care subsidy, parent fees, Head Start, United Way

Additional Evidence of Outcomes: Evaluation by Tulsa University.

Valeska Hinton Early Childhood Education Center
800 West Fifth Street
Peoria, IL 61605
Pat Kellogg, Principal
309-672-6810

A year-round program housed in a building designed especially for young children in an area with highly transient families living in low-income housing units and a growing number of children in foster care. Serves 375 children ages 0-7 and their families. Features public pre-K; Head Start; full-day child care; before- and after-school programs; training for independent child care providers; and on-site health center. 62% African-American, 31% Caucasian, 4% Asian, 3% Hispanic. About 75% low-income families.

Opened 1993 • Center • Urban

Partners: Head Start, Illinois State Board of Education (Even Start, Model Parenting Training Program, Pre-Kindergarten At-Risk), Title I (Early Childhood), Methodist Medical Center of Illinois, community agencies and organizations

Role of School: administration, custodial services, transportation, special services, kindergarten transition activities or programs, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, fundraising, general program operation volunteer, PAT, home visits, parent support activities, adult education and training, regular classroom volunteer, program planning and evaluation, program governance, community council

Funding Sources: Head Start, school/school district, Title I, state early childhood grants, local foundations and businesses

Additional Evidence of Outcomes: Students perform at a higher level based on improvement in standardized test scores at grade 3 or 4. Evaluation by the Community Action Agency. (NAEYC accreditation for Head Start and kindergarten in process.)

Westmoreland Preschool Center/ Danville City Public Schools
313 Memorial Boulevard, P.O. Box 9600
Danville, VA 24543
Thomasine Carter, Coordinator,
Title I & Preschool
804-797-8828

A comprehensive early childhood program that serves as a state model. Features state pre-K classrooms and 3 of its 8 Title I classrooms. Serves 180 children age 4 and their families. Features full-day public pre-K; Title I/Head Start; and joint training for pre-K and kindergarten teachers. 65% African-American, 34% Caucasian. 51-75% low-income families.

Opened 1995 • Center • Urban

Partners: State Department of Education, school district, child care centers, Head Start, City Manager's Office, health and social service agencies, banks, foundations

Role of School: administration, custodial services, transportation, special services, kindergarten transition, curriculum coordination, professional development, funding, fiscal agent, space

Parent Involvement: special events, general program operation, PAT, home visits, parent support activities, adult education or training, classroom assistant, program planning, program governance, community council

Funding Sources: state pre-K, Head Start, school/school district, Title I

END NOTES

1. Ripple, C.H., W.S. Gilliam, N. Chanana, and E. Zigler. (1999). Will fifty cooks spoil the broth?: The debate over entrusting Head Start to the states. *American Psychologist* 54 (5): 1-17.

2. Ibid.

3. Carnegie Task Force on Learning in the Primary Grades. (1996). *Years of Promise: A Comprehensive Learning Strategy for America's Children*. New York: Carnegie Corporation of New York.

The Future of Children. (1995). *Long-term Outcomes of Early Childhood Programs*. 5(3).

Cost, Quality, & Child Outcomes Study Team. (1999). *The Children of the Cost, Quality, and Outcomes Study Go to School: Executive Summary*. Chapel Hill: University of North Carolina.

4. Shore, R. (1997). *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute.

5. National Education Goals Panel. (1995). *Data Volume for the National Education Goals Report - Volume Two: State Data*. Washington, DC: U.S. Government Printing Office, p. 10.

6. The School of the 21st Century (21C), first launched in 1988, is a school-based child care and family support model that promotes the optimal growth and development of children ages birth through 12. The 21C model transforms the school into a year-round, multi-service center providing services from early morning to early evening. *What is the School of the 21st Century?* (1999). Bush Center in Child Development and Social Policy. New Haven, CT: Yale University.

The School Development Program aims to improve students' academic and social achievement through a systemic organizational and management plan. It puts children at the center of the educational process and strives to involve all significant adults in the community in nurturing their development. CoZi combines the School Development Program, created by Dr. James Comer, with the School of the 21st Century, founded by Dr. Edward Zigler. It is based on the assumption that children's success is dependent on the effective collaboration of families, schools, and the child care and health care systems. *Overview of the Comer-Zigler (CoZi) Initiative*. (1999). Bush Center in Child Development and Social Policy. New Haven, CT: Yale University.

Parents as Teachers is a support program for parents that covers child development, suggests activities that encourage language development, intellectual growth, social and motor skills, and strengthens the parent-child relationship.

New American Schools is a coalition of teachers, administrators, parents, policymakers, community and business leaders, and experts working to change American classrooms, schools, and school systems.

Success for All is a comprehensive restructuring program for elementary schools, especially those serving disadvantaged and at-risk students, with the goal of ensuring that every child becomes a confident, strategic, and motivated reader and writer. Success for All emphasizes early, intensive intervention, and extensive professional development.

Even Start is a federally funded program that assists parents in developing a greater understanding of early childhood development; supports parents' education and job training; and helps prepare children for greater school success.

Family and Child Education (F.A.C.E.) is a program administered by The Office of Indian Education Programs, in the Bureau of Indian Affairs. It addresses the literacy needs of children birth through five and their parents/primary caregivers, while supporting the mission of the Office of Indian Education Programs, "...to provide quality education opportunities for American Indians and Alaska Natives from early childhood through life..." (F.A.C.E. 1996-1997. Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs.)

7. Kagan, S.L. and E. Zigler, eds. (1987). *Early Schooling: The National Debate*. New Haven: Yale University Press.

8. Shulman, K., H. Blank, and D. Ewen. (1999). *Seeds of Success: State Prekindergarten Initiatives 1998-1999*. Washington, DC: Children's Defense Fund.

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13. Raden, A. (1999). *Universal Prekindergarten in Georgia: A Case Study of Georgia's Lottery-Funded Pre-K Program*. New York: Foundation for Child Development.

14. Daugherty, J. (1999). *Universal Prekindergarten Takes Off in New York State: Preliminary Findings from School Districts Implementing Universal Prekindergarten in Year One of Eligibility, 1998-99*. Albany, NY: Universal Prekindergarten Resource Partnership.

15. California Department of Education Universal Preschool Task Force. (1999). *Universal Preschool: Recommendations of the Universal Preschool Task Force*.

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17. Entwistle, D.R. (1995). The role of schools in sustaining early childhood program benefits. In *The Future of Children: Long-Term Outcomes of Early Childhood Programs*. 5 (3). Los Altos, CA: The Center for the Future of Children, The David and Lucile Packard Foundation.

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